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Oglethorpe
U N I V E R S I T Y
ATLANTA

2000-2002 BULLETIN

Oglethorpe University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone (404) 679-4501) to award bachelor's degrees and master's degrees. The undergraduate and graduate teacher education programs are approved by the Georgia Professional Standards Commission.

Oglethorpe makes no distinction in its admission policies or procedures on grounds of age, race, gender, religious belief, color, sexual orientation, national origin, or disability. This Bulletin is published by the Office of the Provost, Oglethorpe University. The information included in it is accurate for the 2000-2002 academic years as of the date of publication, July 2000; however, the programs, policies, requirements, and regulations are subject to change as circumstances may require. The listing of a course or program in this *Bulletin* does not constitute a guarantee or contract that it will be offered during the 2000-2002 academic years. Final responsibility for selecting and scheduling courses and satisfactorily completing curriculum requirements rests with the student.

Directory of Correspondence

Oglethorpe University, 4484 Peachtree Road, N.E., Atlanta, Georgia 30319-2797
(404) 261-1441

General College Policy	Larry D. Large <i>President</i>
Academic Policy	Victoria L. Weiss <i>Interim Provost</i>
Admission	Dennis T. Matthews <i>Dean of Enrollment Management</i>
Advancement	Diane K. Gray '77 <i>Interim Vice President for Advancement</i>
Adult Education (Evening Classes / Graduate Programs)	Rachel Anderson <i>Director of University College</i>
Alumni Relations	Amy D. Zickus '94 <i>Director of Alumni Relations</i>
Campus Safety	H. Bernard Potts '96 <i>Director of Campus Safety</i>
Financial Aid / Scholarships	Patrick N. Bonones <i>Director of Financial Aid</i>
Financial Information	John B. Knott, III <i>Executive Vice President</i> Connie L. Pendley '94 <i>Director of the Business Office</i>
Public Information and Public Relations	Robert M. Hill <i>Director of Public Relations</i>
Student Records / Transcripts	Paul S. Hudson '72 <i>Registrar</i>
Student Services (Residence Life, Food, Health, Counseling, Career Services, Experiential Education)	Artie L. Travis <i>Vice President for Student Affairs and Community Life</i>

Visitors

Oglethorpe University welcomes visitors to the campus throughout the year. To be sure of seeing a particular staff or faculty member, visitors are urged to make an appointment in advance. Administrative offices are open from 8:30 a.m. to 5:00 p.m. on weekdays. In addition, appointments are available on Saturday.

All of the offices of the University can be reached by calling Atlanta (404) 261-1441 (switchboard). The Public Relations Office (404) 364-8446 is available for assistance. The Admission Office can be reached directly by calling (404) 364-8307 in the Atlanta calling area or (800) 428-4484 outside of Atlanta.

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University Calendar

Fall Semester, 2000

Sat	August 26	Opening of Residence Halls and Orientation
Sun	August 27	Orientation
Mon	August 28	Orientation and Testing of New Students; Registration of Returning Students
Tue	August 29	Registration of New Students
Wed	August 30	First Day of Classes
Mon	September 4	Labor Day Holiday
Wed	September 6	Last Day to Drop or Add a Course; End of Late Registration
Mon	October 9	Columbus Day Holiday
Fri	October 20	Mid-Term; Last Day to Withdraw from a Course with a "W" Grade
M-F	November 13-17	Pre-Registration for Spring Semester, 2001
W-S	November 22-26	Thanksgiving Holidays
Mon	November 27	Classes Resume
Mon	December 11	Last Day of Classes
Tue	December 12	Reading/Preparation Day
W-F	December 13-15	Final Examinations
M-T	December 18-19	Final Examinations

Spring Semester, 2001

Mon	January 15	Martin Luther King, Jr. Holiday; Opening of Residence Halls
Tue	January 16	Orientation and Registration
Wed	January 17	First Day of Classes
Wed	January 24	Last Day to Drop or Add a Course; End of Late Registration
Wed	February 14	Oglethorpe Day Convocation
Fri	March 9	Mid-Term; Last Day to Withdraw from a Course with a "W" Grade
Sat-S	March 17-25	Spring Holidays
Mon	March 26	Classes Resume
M-F	April 9-13	Pre-Registration for Summer and Fall Semesters, 2001
Wed	April 18	Honors and Awards Convocation
Tue	May 1	Last Day of Classes
Wed	May 2	Reading/Preparation Day
Th-F	May 3-4	Final Examinations
M-W	May 7-9	Final Examinations
Sat	May 12	Commencement

Fall Semester, 2001

Sat	August 25	Opening of Residence Halls and Orientation
Sun	August 26	Orientation
Mon	August 27	Orientation and Testing of New Students; Registration of Returning Students
Tue	August 28	Registration of New Students
Wed	August 29	First Day of Classes
Mon	September 3	Labor Day Holiday
Wed	September 5	Last Day to Drop or Add a Course; End of Late Registration
Mon	October 8	Columbus Day Holiday
Fri	October 19	Mid-Term; Last Day to Withdraw from a Course with a "W" Grade
M-F	November 12-16	Pre-Registration for Spring Semester, 2002
W-S	November 21-25	Thanksgiving Holidays
Mon	November 26	Classes Resume
Mon	December 10	Last Day of Classes
Tue	December 11	Reading/Preparation Day
W-F	December 12-14	Final Examinations
M-T	December 17-18	Final Examinations

Spring Semester, 2002

Mon	January 14	Opening of Residence Halls and Orientation
Tue	January 15	Orientation and Registration
Wed	January 16	First Day of Classes
Mon	January 21	Martin Luther King, Jr. Holiday
Wed	January 23	Last Day to Drop or Add a Course; End of Late Registration
Wed	February 13	Oglethorpe Day Convocation
Fri	March 8	Mid-Term; Last Day to Withdraw from a Course with a "W" Grade
Sat-S	March 16-24	Spring Holidays
Mon	March 25	Classes Resume
M-F	April 8-12	Pre-Registration for Summer and Fall Semesters, 2002
Wed	April 17	Honors and Awards Convocation
Tue	April 30	Last Day of Classes
Wed	May 1	Reading/Preparation Day
Th-F	May 2-3	Final Examinations
M-W	May 6-8	Final Examinations
Sat	May 11	Commencement

Courses also are offered during several summer sessions. For dates and course offerings, contact the Registrar's Office.

2000

JULY							AUGUST							SEPTEMBER						
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2001

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2002

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Tradition, Purpose and Goals



Oglethorpe derives its institutional purpose from an awareness and appreciation of the University's heritage and from an analysis of the needs of contemporary society. The goals of the educational program and of other component parts of the University are based on this sense of institutional purpose.

The Oglethorpe Tradition

Oglethorpe University was established in 1835 and named after General James Edward Oglethorpe, the founder of Georgia. The University was patterned on Corpus Christi College, Oxford, General Oglethorpe's alma mater. Although influenced by other conceptions of higher education, Oglethorpe University has been shaped principally by the English tradition of collegiate education, which many observers believe is the finest type produced by Western civilization.

Briefly stated, four characteristics have made this kind of college widely admired:

1. Colleges in the English tradition emphasize broad education for intelligent leadership. They recognize that this is a more useful undergraduate education for the able young person than technical training for a specific job.
2. Colleges such as Oglethorpe stress the basic academic competencies – reading, writing, speaking, and reasoning – and the fundamental fields of knowledge – the arts and sciences. These are essential tools of the educated person.
3. Close relationships between teacher and student are indispensable to this type of education. A teacher is not merely a conveyor of information – the invention of the printing press and advances in information technology have made that notion of education obsolete. Rather, the most important function of the teacher is to stimulate intellectual activity in the student and to promote his or her development as a mature person.
4. A collegiate education is far more than a collection of academic courses. It is a process of development in which campus leadership opportunities, residential life, athletics, formal and informal social functions, aesthetic experiences, and contact with students from other cultures, in addition to classroom exercises, all play important roles. Versatility and ability to lead are important goals of this type of undergraduate education.

Another aspect of Oglethorpe's tradition was contributed by Philip Weltner, President of the University from 1944 to 1953. Oglethorpe, he said, should be a college that was "superlatively good." Only at a college with carefully selected students and faculty, he believed, could young persons achieve their fullest intellectual development through an intense dialogue with extraordinary teachers. Thus, a commitment to superior performance is an important element of the Oglethorpe tradition.

Purpose: Education for a Changing Society

While an institution may take pride in a distinguished heritage, it is also essential that its educational program prepare young people to function effectively in a complex and rapidly developing society, which places a premium on adaptability. People in positions of leadership must be able to function effectively in changing circumstances. The broadly educated person, schooled in fundamental principles, is best equipped to exercise leadership in a world that is being transformed by high technology and new information. Oglethorpe emphasizes the preparation of the humane generalist – the kind of leader needed by a complex and changing society.

The location of the University in the dynamic city of Atlanta offers unique opportunities for students to experience first-hand the relevance of their education to the exciting changes that are a part of modern development. Students are encouraged to explore the connections between their educational experiences on campus and the challenges that face a city today. Atlanta offers a multitude of opportunities for students to see the process and result of change and innovation in areas such as government, business, education, cultural affairs, artistic endeavors, international exchanges, transportation, recreation, medical services, science, and technology.

Oglethorpe University limits its educational program to the arts and sciences, business administration, and teacher education. It defines its primary role as the conduct of a program of undergraduate education for men and women of superior ability who desire a traditional liberal arts college experience. In addition, a master's degree in teacher education, a master's degree in business administration, and an evening undergraduate program are offered as services to the local community. All degree programs share a commitment to educational objectives firmly rooted in the liberal arts and dedicated to fostering life-long learning.

Goals

Educators at Oglethorpe expect their graduates to display abilities, skills, intellectual attitudes, and sensitivities that are related to the University's purpose. The curriculum and extracurricular life are designed to develop the following:

1. The ability to read critically – to evaluate arguments and the evidence, and to draw appropriate conclusions.
2. The ability to convey ideas in writing and in speech – accurately, grammatically, and persuasively.
3. Skill in reasoning logically and thinking analytically and objectively about important matters.
4. An understanding of the most thoughtful reflections on right and wrong and an allegiance to principles of right conduct, as reflected by Oglethorpe's Honor Code.
5. The willingness and ability to assume the responsibilities of leadership in public and private life, including skill in organizing the efforts of other persons on behalf of worthy causes.

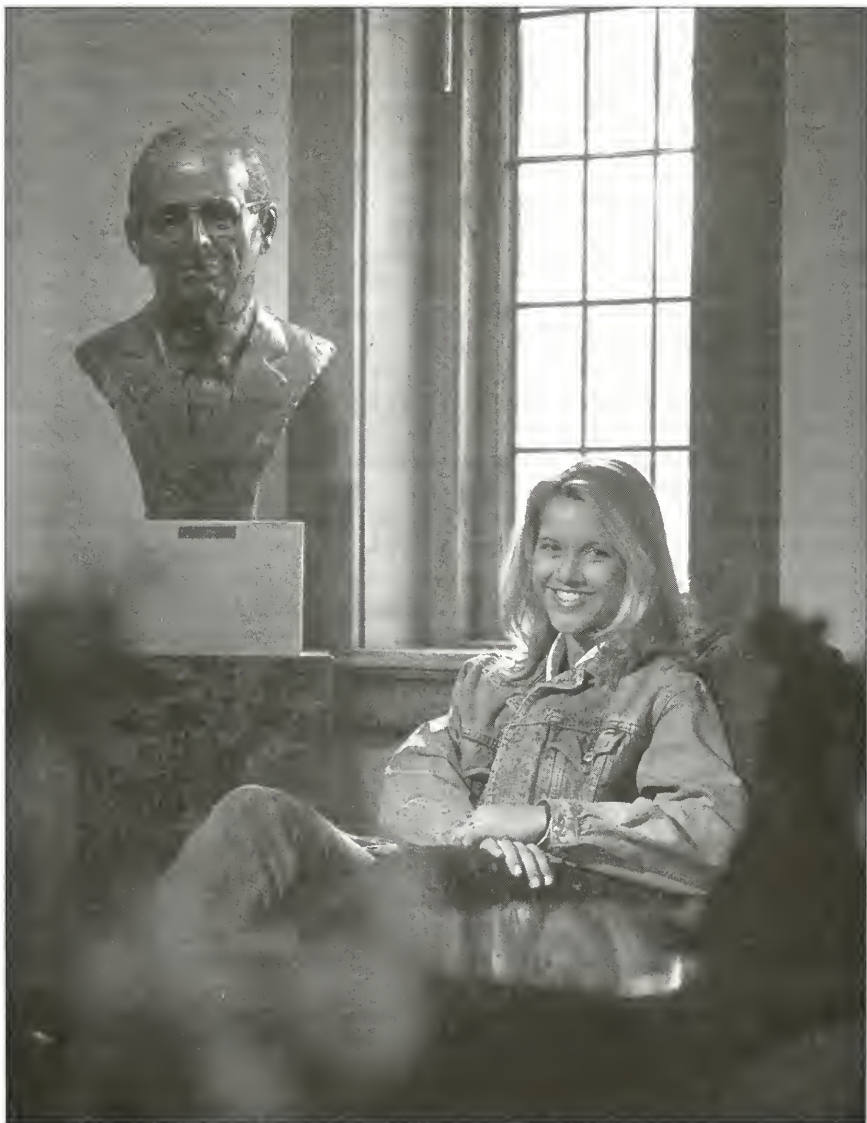
-
6. An inclination to continue one's learning after graduation from college and skill in the use of books, information technology, and other intellectual tools for that purpose.
 7. A considered commitment to a set of career and life goals.
 8. An awareness of the increasingly international character of contemporary life and skill in interacting with persons of diverse cultural backgrounds.

In its dedication to a broad, comprehensive liberal education for each student, Oglethorpe has created a common set of core courses that invites students to be thoughtful, inquisitive, and reflective about the human condition and the world surrounding them. These core courses work together with students' experiences in advanced courses in their chosen disciplines to encourage the lifelong "habit of mind" that is extolled in John Henry Newman's *The Idea of a University*. Students are thus urged to consider carefully what they see, hear, and read, to examine questions from more than one point of view, and to avoid leaping quickly to conclusions.

All undergraduate programs also require the student to develop a deeper grasp of one or more fields of knowledge organized coherently as a major. The student's major may be pursued in a single field, such as biology, economics, or English, or it may cut across two or more traditional fields (as an interdisciplinary or individually planned major).

The success of Oglethorpe alumni and students in their subsequent education, a wide variety of careers, and community life attests to the soundness of this approach to education.

History



Old Oglethorpe University began in the early 1800s with a movement by Georgia Presbyterians to establish in their state an institution for the training of ministers. For generations, southern Presbyterian families had sent their sons to Princeton College in New Jersey, and the long distance traveled by stage or horseback suggested the building of a similar institution in the South.

Oglethorpe University was chartered by the state of Georgia in 1835, shortly after the centennial observance of the state. The college was named after James Edward Oglethorpe, the founder of Georgia. Oglethorpe University, which commenced actual operations in 1838, was thus one of the earliest denominational institutions in the South located below the Virginia line. The antebellum college, which began with four faculty members and about 25 students, was located at Midway, a small community near Milledgeville, then the capital of Georgia.

Throughout its antebellum existence the Oglethorpe curriculum consisted primarily of courses in Greek, Latin, classical literature, theology, and a surprising variety of natural sciences. Oglethorpe's president during much of this period was Samuel Kennedy Talmage, an eminent minister and educator. Other notable Oglethorpe faculty members were Nathaniel M. Crawford, professor of mathematics and a son of Georgia statesman William H. Crawford; Joseph LeConte, destined to earn world fame for his work in geology and optics; and James Woodrow, an uncle of Woodrow Wilson and the first professor in Georgia to hold the Ph.D. degree. Oglethorpe's most distinguished alumnus from the antebellum era was the poet, critic, and musician Sidney Lanier, who graduated in 1860. Lanier remained as tutor in 1861 until he, with other Oglethorpe cadets, marched away to war. Shortly before his death, Lanier remarked to a friend that his greatest intellectual impulse was during his college days at Oglethorpe University.

Old Oglethorpe in effect "died at Gettysburg." During the Civil War its students were soldiers, its endowment was lost in Confederate bonds, and its buildings were used for barracks and hospitals. The school closed in 1862 and afterward conducted classes irregularly at the Midway location. In 1870 the institution was briefly relocated in Georgia's postbellum capital of Atlanta, at the site of the present City Hall. Oglethorpe at this time produced several educational innovations, expanding its curriculum to business and law courses and offering the first evening college classes in Georgia. The dislocation of the Reconstruction era proved insurmountable, however, and in 1872 Oglethorpe closed its doors for a second time.

Oglethorpe University was rechartered in 1913, and in 1915 the cornerstone to the new campus was laid at its present location on Peachtree Road in north Atlanta. Present to witness the occasion were members of the classes of 1860 and 1861, thus linking the old and the new Oglethorpe University. The driving force behind the University's revival was Dr. Thornwell Jacobs, whose grandfather, Professor Ferdinand Jacobs, had served on the faculty of Old Oglethorpe. Thornwell Jacobs, who became the Oglethorpe president for nearly three decades, intended for the new campus to be a "living memorial" to James Oglethorpe. The distinctive Gothic revival architecture of the campus was inspired by the honorary alma mater of James Oglethorpe, Corpus Christi College, Oxford. The collegiate coat-of-arms, emblazoned with three boar's heads and the inscription *Nescit Cedere* ("He does not know how to give up"), replicated the Oglethorpe family standard. For the college athletic teams, Jacobs chose an unusual mascot – a small, persistent seabird, which according to legend, had inspired James Oglethorpe while on board

ship to Georgia in 1732. The Oglethorpe University nickname "Stormy Petrels" is unique in intercollegiate athletics.

Although Presbyterian congregations throughout the South contributed to the revival of Oglethorpe University, the school never re-established a denominational affiliation. Since the early 1920s Oglethorpe has been an independent nonsectarian co-educational higher educational institution. Its curricular emphasis continued in the liberal arts and sciences and expanded into professional programs in business administration and education. From the 1920s through the 1940s, the institution received major contributions from several individuals. Some of the most prominent benefactors were: John Thomas Lupton, Coca-Cola bottler from Chattanooga, Tennessee; Atlanta business community members Harry Hermance and Mrs. Robert J. Lowry; and publisher William Randolph Hearst. The latter gave to Oglethorpe a sizable donation of land. In the early 1930s the Oglethorpe campus covered approximately 600 acres, including 30-acre Silver Lake, which was renamed Lake Phoebe after the publisher's mother, Phoebe Apperson Hearst.

During Thornwell Jacobs' tenure he launched several projects which brought national and even international repute to Oglethorpe University. In 1923 Jacobs discovered the tomb of James and Elizabeth Oglethorpe in Cranham, England. For about a decade Oglethorpe University was involved in major college athletics, and the Stormy Petrels fielded football teams that defeated both Georgia Tech and the University of Georgia. Perhaps Oglethorpe's most famous athlete was Luke Appling, enshrined in the Major League Baseball Hall of Fame. Dr. Jacobs in the 1930s became, however, one of the earliest and most articulate critics of misplaced priorities in intercollegiate athletics, and Oglethorpe curtailed development in this area. In the early 1930s Oglethorpe attracted widespread attention with its campus radio station, WJTL, named after benefactor John Thomas Lupton. Oglethorpe's University of the Air was a notable experiment, which lasted about five years, that broadcast college credit courses on the air waves. Oglethorpe University was one of the first institutions to confer honorary doctorates on national figures in order to recognize superior civic and scientific achievement. Among Oglethorpe's early honorary alumni were Woodrow Wilson, Walter Lippman, Franklin Roosevelt, Bernard Baruch, Amelia Earhart, and David Sarnoff.

Perhaps the best known of all of Jacobs' innovations was the Oglethorpe Crypt of Civilization, which he proposed in the November 1936 issue of *Scientific American*. This prototype for the modern time capsule was an effort to provide, for posterity, an encyclopedic inventory of life and customs from ancient times through the middle of the 20th century. The Crypt, sealed in the foundation of Phoebe Hearst Hall in 1940, is not to be opened until 8113 A.D. It has been hailed by the Guinness Book of World Records as "the first successful attempt to bury a record for future inhabitants or visitors to the planet earth."

In 1944 Oglethorpe University began a new era under Philip Weltner, a noted attorney and educator. With a group of faculty associates, Dr. Weltner initiated an exciting approach to undergraduate education called the "Oglethorpe Idea." It involved one of the earliest efforts to develop a core curriculum, with the twin aims to "make a life and to make a living." The Oglethorpe core, which was applauded by *The New York Times*, aimed at a common learning experience for students with about one-half of every student's academic program consisting of courses in "Citizenship" and "Human Understanding." After World War II, Oglethorpe University emphasized characteristics it had always cultivated, notably close personal relation-

ships, in order to be, in Dr. Weltner's words, "a small college superlatively good." From 1965 through part of 1972 the institution was called Oglethorpe College. But the historical identity of Oglethorpe University was so strong that in 1972 the original chartered name was re-established. Oglethorpe continued toward its goals and in the late 1960s began a facilities expansion program, which created a new part of the campus, including a modern student center and residential complex.

By the 1980s the Carnegie Foundation for the Advancement of Teaching had classified Oglethorpe in the category of Liberal Arts I (now referred to as Baccalaureate [Liberal Arts] Colleges I). These highly selective undergraduate institutions award more than half of their degrees in the arts and sciences. By the 1990s the University was listed favorably in the *Fiske Guide to Colleges*, *The Princeton Review Student Access Guide*, *Barron's 300 Best Buys in College Education*, *National Review College Guide - America's Top Liberal Arts Schools* and many other guides to selective colleges.

The student body, while primarily from the South, has become increasingly cosmopolitan; in a typical semester, Oglethorpe draws students from about 30 states and 30 foreign countries. The University has established outreach through its evening-weekend degree programs; teacher certification and a graduate program in education; a graduate program in business administration; and the Oglethorpe University Museum. The University is also home to the Georgia Shakespeare Festival.

As Oglethorpe University enters the 21st century, it has demonstrated continued leadership in the development and revision of its core curriculum, with efforts funded by the National Endowment for the Humanities. The historic district of the 100-acre campus has been designated in the National Register of Historic Places. Enrollment is about 1,300 with the plans for controlled growth to about 1,500. Oglethorpe remains on the forefront of educational innovation, with a curriculum that features interactive learning. The University uses a variety of effective pedagogical techniques: perhaps most notable are the peer tutoring program, classroom learning that is actively connected to contemporary experience through internships and other opportunities for experiential education, and a unique program in urban leadership that invites students to consider ways in which they can become community leaders for the future. Reflecting the contemporary growth of the city of Atlanta, Oglethorpe has recently developed a distinctive international dimension. Students at the University may complement their campus programs with foreign studies at sister institutions in Argentina, France, Germany, Monaco, the Netherlands, Japan, Russia, Mexico, and Ecuador. As Oglethorpe University continues to grow, academically and materially, it is ever mindful of its distinguished heritage and will still remain, in the affectionate words of poet and alumnus Sidney Lanier, a "college of the heart."

Presidents of the University

Carlyle Pollock Beman, 1836-1840
Samuel Kennedy Talmage, 1841-1865
William M. Cunningham, 1869-1870
David Wills, 1870-1872
Thornwell Jacobs, 1915-1943
Philip Weltner, 1944-1953
James Whitney Bunting, 1953-1955

Donald Wilson, 1956-1957
Donald Charles Agnew, 1958-1964
George Seward, Acting, 1964-1965
Paul Rensselaer Beall, 1965-1967
Paul Kenneth Vonk, 1967-1975
Manning Mason Pattillo, Jr., 1975-1988
Donald Sheldon Stanton, 1988-1999
Larry Denton Large, 1999-

Campus Facilities



Oglethorpe University's facilities are generally accessible to physically impaired students. All buildings on campus are equipped with either ramps or ground-floor entry. With the exception of Lupton Hall, the primary classroom and office buildings have elevators to all floors. Appointments with faculty members or administrators with inaccessible offices are scheduled in accessible areas. Only three classrooms are not accessible. When appropriate, classes are reassigned so all classes are available to all students. All residence halls include accessible housing space.

Smoking is prohibited in all campus buildings at Oglethorpe University. This includes classrooms, offices, labs, meeting rooms, lounge areas, restrooms, corridors, stairwells, the Library, the Field House, the Schmidt Center, the Student Center, and any other interior spaces in buildings. An exception to the rule is provided for residents in the privacy of their residence hall rooms.

Lowry Hall – Philip Weltner Library

The Philip Weltner Library is a recently remodeled and expanded facility, which includes a formal reading room with an atrium and an after-hours reading room. In addition, there are numerous study rooms and carrels, computers for on-line usage, and an audio-visual room. The Library of Congress classification is used in an open-stack arrangement allowing free access to users on all three floors.

The collection of over 150,000 volumes includes books, periodicals, and microforms, as well as audio-visual and machine-readable materials. More than 730 periodical subscriptions provide a diversified range of current information.

The library has an on-line catalog and a computerized circulation system to aid the library patron. The library is a member of the library consortium of the Atlanta Regional Consortium for Higher Education, and participates in Galileo, a state-wide information network.

The library is open seven days a week during the regular academic year.

Oglethorpe University Museum

Oglethorpe University Museum, occupying the entire third floor of the Philip Weltner Library, opened in the spring of 1993 after extensive renovations of the previous Oglethorpe University Art Gallery. The museum, covering 7,000 square feet, has a comfortable, intimate environment that includes two spacious galleries, the Museum Gift Shop, and offices. It is considered an important cultural addition to Atlanta's growing art scene, drawing thousands of visitors each year.

In addition to the permanent collection, three exhibitions are held each year, which feature artwork that is international, representational, often figurative and spiritual in nature.

Recent exhibitions such as *The Mystical Arts of Tibet: Featuring Personal Sacred Objects of the Dalai Lama* and *The Grand Tour: Landscape and Veduta Paintings, Venice and Rome in the 18th Century* have garnered national media attention and brought international art experts from around the world to lecture on campus.

For Museum hours and exhibit information, call (404) 364-8555.

Conant Performing Arts Center

This new performing arts center, completed in 1997, is a four-story facility located adjacent to the Philip Weltner Library. It provides a permanent home for the Georgia Shakespeare Festival and for classes in theatre and music for Oglethorpe's undergraduate liberal arts students. It houses a mainstage theatre with seating for 500, a lobby, rehearsal and dressing rooms, an area for receptions, offices, and shipping and receiving facilities.

Emerson Student Center

The Emerson Student Center is named in honor of William A. and Jane S. Emerson, benefactors of the University. As the hub of campus life, the Emerson Student Center houses the cafeteria, the student association office, the student newspaper and yearbook offices, the student post office, a lounge, television area, and a snack bar/game room. The administrative offices of the Vice President for Student Affairs and Community Life, the Director of the Student Center, the Director of Residence Life, the Health and Counseling Center, and the Director of Musical Activities are also located here. An outdoor swimming pool is adjacent to the building.

Lupton Hall

Lupton Hall, built in 1920 and named in honor of John Thomas Lupton, was one of the three original buildings on the present Oglethorpe University campus. Renovated in 1973 and 1996, it contains primarily administrative offices, faculty offices, an auditorium for 300 persons, classrooms, and a computer laboratory. Administrative offices located in Lupton Hall include the President, Executive Vice President, Provost, Admission, Advancement, Financial Aid, and the Registrar.

The cast-bell carillon in the Lupton tower has 42 bells, which chime the quarter hours.

Hearst Hall

Phoebe Hearst Hall was built in 1915 in the handsome neo-Gothic architecture that dominates the Oglethorpe campus. The building is named in honor of Phoebe Apperson Hearst, the mother of William Randolph Hearst, Sr.

It was renovated in the fall of 1972 as a classroom and faculty office building. Most classes, with the exception of science and mathematics, are held in this building, which is located directly across from Lupton Hall. University College, which offers accelerated degree programs and non-credit courses for adult students, is located on the main level of the building.

The dominant feature of the building is the beautiful Great Hall, the site of many traditional and historic events at Oglethorpe. Located on the lower level of the building is the University Bookstore and the much-publicized Crypt of Civilization. The capsule was sealed on May 28, 1940 and is not to be opened until May 28, 8113.

Goslin Hall

Goslin Hall was completed in 1971 and houses the Division of Natural Sciences. Lecture halls and laboratories for biology, chemistry, and physics are located in the building. Goslin Hall was named in honor of Dr. Roy N. Goslin, the late Professor Emeritus of Physics, for his many years of dedicated work for the college and the nation. A new physics laboratory, made possible by a grant from the Olin Foundation, was opened in 1979. All laboratories were renovated in 1985. A computer laboratory is also available for student usage.

Goodman Hall

Goodman Hall was built in 1956 and renovated in 1970, when it was transformed from a men's into a women's residence hall. In 1997 it was again renovated to provide housing for the Academic Resource Center, Career Services, Experiential Education, Learning Disabilities Services, and the Rich Foundation Urban Leadership Program. Goodman Hall is also home to faculty offices, the Career Library, a resource center for study abroad, the Oglethorpe Café, and a computer-training center with computer laboratories available for student usage.

Traer Hall

Built in 1969, Traer Hall is a three-story women's residence which houses 168 students. Construction of the building was made possible through the generosity of the late Wayne S. Traer, Oglethorpe University alumnus of the class of 1928. The double occupancy rooms arranged in suites, open onto a central plaza courtyard.

Upper Residence Hall Complex

Six residence halls are situated around the upper quadrangle. Alumni, Dempsey, Jacobs, Schmidt, and Trustee Halls, constructed in 1968, house both men and women. All rooms on the first and second floors are suites with private entrances and baths. Rooms on the third floor are traditional residence hall floors with a common bathroom.

Opened in the spring of 1996, the new residence hall is coed, non-smoking, and accommodates 73 students. It is designed as a more traditional facility with a central entrance and two-, three-, and four-person suites off central hallways.

Faith Hall

An art studio, classrooms, and offices are located on the upper level of Faith Hall.

Dorough Field House

The R.E. Dorough Field House is the site of intercollegiate basketball and volleyball and large campus gatherings such as concerts and commencement exercises. Built in 1960, the structure underwent major renovation in 1979. The building is named for the late R. E. Dorough, a former Trustee of the University.

Steve Schmidt Sport & Recreation Center

Dedicated in 1995, the Schmidt Center is a 22,000 square-foot addition to Dorough Field House. The Center has basketball and volleyball courts, a running track, seven offices, a conference room, locker rooms, a weight room, handball courts, a training room, and an entrance lobby. The facility is used primarily for recreation and intramural sports. The Center is named for Stephen J. Schmidt, Oglethorpe University alumnus of the class of 1940 and long-time member of the Board of Trustees, who personally led the fund-raising effort for the addition.

Outdoor Athletic Facilities

Intercollegiate soccer is played on the Oglethorpe soccer field, located behind the upper residence hall complex. Intercollegiate baseball is played on Anderson Field between Hermance Stadium and Dorough Field House. Six tennis courts are adjacent to the field house and below them is a six-lane, all-weather LayKold track. There is an outdoor volleyball court (sand) behind the upper residence hall complex.

Computer Facilities and Services

Every residence hall room, faculty office, and appropriate staff office has a connection to the Oglethorpe computer network and through that intranet to the greater world of the Internet with all its resources. Access is also available to students through computers located in the library, Goslin, Lupton and Goodman Halls. Through the OUNet users can also connect to the Voyager Library System, which provides access to the library's catalog and to Galileo, the Georgia Library Learning Online services of the University System of Georgia. The Galileo system provides access to databases containing bibliographical information, summaries, and in many cases, access to full text of articles and abstracts.

E-mail and Computer Use Policy

A policy has been established to ensure the proper use of Oglethorpe University's computer, network and telecommunication resources and services by its students, employees, independent contractors, and other computer users. All individuals have the responsibility to use computer resources in an efficient, effective, ethical, and lawful manner. The policy, rules, and conditions apply to all users of computer, network and telecommunication resources and services, wherever the users are located. Violations of this policy may result in suspension without notice of privileges to use the resources and services, disciplinary action, including possible termination, and/or legal action.

Oglethorpe University has the right, but not the duty, to monitor any and all aspects of the computer and network systems, including employee and student e-mail, to ensure compliance with this policy. The University has the right to use information gained in this way in disciplinary or criminal proceedings. The computers and computer accounts in use by employees and students are to assist them in the performance of their jobs and in attaining their educational goals. Employees and students should not have an expectation of privacy in anything they create, send, or receive on their network-attached computers. The computer, network and

telecommunication systems belonging to Oglethorpe University are for University business and educational purposes. Any other use in conflict with these purposes is not permitted.

Computer users are governed by the following provisions, which apply to all use of computer and telecommunication resources and services. Computer and telecommunication resources and services include, but are not limited to, the following: host computers, file servers, workstations, standalone computers, laptops, software, and internal or external communications networks (Internet, commercial online services, bulletin board systems, and e-mail systems) that are accessed directly or indirectly from Oglethorpe University's computer facilities. This policy may be amended or revised periodically as the need arises.

The term "users," as used in this policy, refers to all employees, students, independent contractors, and other persons or entities accessing or using Oglethorpe University's computer, network and telecommunication resources and services.

1. Users must comply with all copyrights laws and fair use provisions, software licenses, and all other state and federal laws governing intellectual property. Inappropriate reproduction and/or distribution of copyright music, movies, computer software, text, images, etc. is strictly prohibited.
2. The electronic mail system shall not be used for "broadcasting" of unsolicited mail (unless authorized by the department chair or unit head) or for sending chain letters. Fraudulent, harassing, obscene, or other unlawful material may not be sent by e-mail or other form of electronic communication or displayed on or stored in Oglethorpe University's computers.
3. Users should use the same care in drafting e-mail and other electronic documents as they would for any other written communication. Anything created on the computer may, and likely will, be reviewed by others.
4. Users may not install software onto their individual computers (faculty and staff), lab computers or the network without first receiving express authorization to do so from Network Resources.
5. Users shall not forward e-mail to any other person or entity without the express permission of the sender.
6. Users should not alter or copy a file belonging to another user without first obtaining permission from the owner of the file. The ability to read, alter or copy a file belonging to another user does not imply permission to read, alter or copy that file.
7. The computer, network and telecommunication resources and services of Oglethorpe University may not be used for the transmission, creation or storage of commercial activity, personal advertisements, solicitations, promotions, destructive programs (viruses and/or self-replicating code), political material, or any other unauthorized or personal use.
8. Users are responsible for safeguarding their passwords for the system. Individual passwords should not be printed, stored online, or given to others. Users are responsible for all transactions made using their passwords.
9. A user's ability to connect to other computer systems through the network does not imply a right to connect to those systems or to make use of those systems unless specifically authorized by the operators of those systems.

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10. Entry into a system, including the network system, by individuals not specifically authorized or attempts to circumvent the protective mechanisms of any University system are prohibited. Deliberate attempts to degrade system performance or capability, or attempts to damage systems, software or intellectual property of others are prohibited.
 11. Any network activity that impedes the flow of network traffic or diminishes the availability of resources to other users is strictly prohibited.
 12. Oglethorpe University is not responsible for the actions of individual users.

Use of Oglethorpe's computer, network and telecommunication resources and services constitutes acceptance of this E-mail and Computer Use Policy.

Admission



The admission policy of Oglethorpe University is based on an individual selection process. Throughout its history, Oglethorpe has welcomed students from all sections of the country, as well as from abroad, as candidates for degrees. It is the policy of the Admission Committee to select for admission to the University applicants who present strong evidence of purpose, maturity, scholastic ability, and probable success at Oglethorpe. Applicants wishing to enroll in the evening credit program may refer to a brief description of University College in the Programs of Study section of this *Bulletin* or consult the *University College Bulletin* available from the University College Office (404) 364-8383.

Freshman Applicants

Admission to the undergraduate division of the University may be gained by presenting evidence of successful completion of secondary school work in the form of results from the College Entrance Examination Board's Scholastic Assessment Test (SAT) or the results from the American College Testing Program Assessment (ACT); and, by submitting a letter of recommendation, and completing an application essay.

Arrangements to take the SAT or ACT may be made through a secondary school guidance counselor or by writing directly to one of the testing agencies. For SAT write to College Board, Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 90701. For ACT write to American College Testing Program, P.O. Box 451, Iowa City, Iowa 52240. It is to the applicant's advantage to take one of the tests in the junior year of high school.

Applicants should normally have or be in the process of completing a secondary school program including appropriate courses in English, social studies, mathematics, and science. While an admission decision is typically based on a partial secondary school transcript, a final transcript must be sent to the Admission Office by the candidate's school, showing evidence of academic work completed and official graduation.

The Oglethorpe application contains a recommendation form and a list of other materials, which must be submitted by the applicant. No application will be considered and acted upon until the items indicated have been received.

Students may choose from either Early Action or Regular Decision admission.

Application Procedure

All correspondence concerning admission should be addressed to the Admission Office, Oglethorpe University, 4484 Peachtree Road N.E., Atlanta, Georgia 30319-2797 or via e-mail at admission@oglethorpe.edu. Comprehensive admission information can also be found at www.oglethorpe.edu/admission. After receiving an application form, the applicant should complete and return it with an application fee of \$30. Students may also apply online. Links to application procedures and the online application may be found at www.oglethorpe.edu/admission.

Entering freshmen must submit the following: an application essay, official high school transcripts, standardized test scores (SAT/ACT), and a recommendation form completed by a high school counselor or teacher. Achievement tests, portfolios, or videos are not required for admission purposes but will be considered if

submitted. Interviews and campus visits are strongly recommended. If, upon review of an applicant's file, it is felt that further information would be helpful (i.e. mid-year grades), the student will be notified.

Transfer students must submit the completed application form, essay and recommendation form with the \$30 application fee, official transcripts from each college attended, and certification of good academic standing at the most recent or present college. High school transcript and test scores are also required if less than 24 semester hours of college credit have been completed.

When a student has completed the application process, the Dean of Enrollment Management and/or the Admission Committee will review the application. If accepted, the student will be required to submit an enrollment deposit to reserve accommodations for the appropriate semester. Residence hall students submit a deposit of \$200, commuters \$100. While the deposit is not refundable, it is applicable toward tuition and fees.

Early Action

Early Action allows students who have a strong interest in the University to apply early and receive a quick response. Completed applications with supporting materials must be postmarked by December 15. Notification letters will be mailed no later than January 2 unless the Admission Committee requires additional information. Early Action students who are admitted and indicate an interest in scholarships will be considered prior to Regular Decision candidates. (Please note that early action is non-binding). A non-refundable deposit is due by May 1.

Regular Decision

Regular Decision enables students to apply at any time. Applications will be reviewed on a rolling basis beginning immediately after Early Action reviews (late December) and continuing as long as space in the class is available. Notification letters will typically be mailed within two weeks of completion unless additional information is needed. A non-refundable deposit is due by May 1.

Campus Visit

While not a requirement of the admission process, the candidate is urged to visit the campus and explore the academic and leadership opportunities that encompass the Oglethorpe tradition of a collegiate education.

Additional information may be obtained by contacting the Admission Office (404) 364-8307 in the Atlanta calling area or (800) 428-4484 from other locations. Comprehensive campus visit information as well as a virtual tour can be found at www.oglethorpe.edu/admission/campusvisit.

Transfer Students and Transfer Policies

Students who wish to transfer to Oglethorpe from other regionally accredited colleges are welcome to apply, provided they are in good standing at the last institution attended. They are expected to follow regular admission procedures and

will be notified of the decision of the Admission Committee in the same manner that freshmen are notified.

Most financial aid awards and scholarships are available to transfer students as well as first-time freshmen.

The same application information is required of the transfer student as for the entering freshman, although high school records and test scores are not required of students having at least 24 semester hours of transferable credit.

Transfer students must submit transcripts of all current and previous college work. A separate official transcript from each college attended must be received before any action will be taken on the application.

Oglethorpe University will accept as transfer credit courses comparable to University courses that are applicable to a degree program offered at Oglethorpe. Acceptable work must be shown on an official transcript and must be completed with a grade of "C" or better. Oglethorpe does not accept a "D" grade as transfer credit, unless a student has graduated from an accredited junior college, or a "D" grade is followed by a "C" grade or better in a normal sequence course (e.g., General Biology I and II).

Transfer students on probation or exclusion from another institution will not be accepted.

Transfer students must have a minimum grade-point average of 2.5 (on a 4.0 scale) to be considered for admission.

Transfer students who have earned an associate degree at a regionally accredited junior college will be awarded two years of credit. Junior college graduates with strong academic records are encouraged to apply for admission.

Oglethorpe University will accept as many as 30 hours of United States Armed Forces Institute (USAFI) credit.

Students who hold the R.N. credential from an appropriately accredited institution are awarded credit for their arts and sciences courses. To earn a bachelor's degree, the student must complete the core curriculum, a major, and other applicable requirements.

The maximum total number of semester hours that may be transferred into Oglethorpe is 80. A minimum of 48 semester hours must be earned through course work at Oglethorpe in order for an Oglethorpe degree to be awarded, with 32 of the last 64 hours earned in residence (see Residency Requirement).

Credits earned at post-secondary institutions accredited by the six regional accrediting bodies (e.g., Southern, Middle States, New England, etc., Associations) will be accepted.

Courses taken at schools accredited by national crediting bodies (e.g., Association of Independent Schools and Colleges, American Association of Bible Colleges, etc.) may be credited. In these cases, student transcripts will be evaluated on an individual basis. Actual catalog course descriptions and relevant course syllabi should be provided by the student. The Registrar will determine whether or not courses are to receive transfer credit.

Courses recognized by the American Council on Education (ACE) may be credited by the Registrar. Programs not recognized by ACE will not be given credit.

A maximum of 32 semester hours may be earned through College Level Examination Program (CLEP tests). Maximum credit for Advanced Placement tests (AP testing) is also 32 semester hours. Please consult the section, Credit by Examination, on the following pages.

In all cases, only 80 semester hours may be earned outside of Oglethorpe University through any of the means described above. At least 48 semester hours must be earned in course work for which Oglethorpe credits are granted.

A minimum of 16 semester hours of a major must be in course work taken at Oglethorpe University. (For teacher education majors, please refer to education requirements in this *Bulletin*.) A minimum of 12 semester hours of a minor must be in course work taken at Oglethorpe. For education majors, these requirements must be fulfilled before student teaching.

Transfer students should note that only work completed at Oglethorpe is reflected in the Oglethorpe grade-point average, and transfer work is not included in determination for Latin academic honors. To be eligible for academic honors, the student must complete 68 or more hours at Oglethorpe.

International Students

Admission to Oglethorpe is open to qualified students from all countries. Students who are able to provide evidence of suitable academic background, adequate financial resources, and seriousness of purpose are eligible to apply.

All students from countries where English is not the native language must meet one of the following requirements to be considered for admission:

1. Complete level 109 from an ELS, Inc. language center.
2. Score a minimum of 550 on the TOEFL – or 213 on the computer-based test (Test of English as a Foreign Language).
3. Score 480 or more on the verbal section of the International Scholastic Assessment Test.
4. Have a combined 2.5 grade-point average with no grade below a “C” in two English composition courses from an AACRAO (American Association of Collegiate Registrars and Admissions Officers) accredited college or university.
5. Earn a grade of “C” or better in G.C.E. or G.S.C.E. examinations or their equivalent.

An international student’s secondary school credentials are subject to the acceptance criteria stated for his or her country in the AACRAO world education series, governed by the National Council on the Evaluation of Foreign Educational Credentials, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

All students from nations where English is the native language must have one of the following to be considered for admission:

1. A combined SAT score of 1000, with at least 480 on the verbal section.
2. An ACT score of at least 21.
3. Above-average scores on the “A” and/or “O” level examinations in British system schools or their equivalent in Northern Ireland or Scotland.

Joint Enrollment Students

Students who have attained junior or higher standing in their secondary schools may apply for enrollment in suitable courses offered at the University.

Admission to the joint enrollment program will depend upon an assessment by

appropriate personnel of the student's secondary school and by Oglethorpe admission personnel.

In general, the candidate must have the social maturity to benefit from a collegiate experience and possess a "B" or higher grade-point average along with a combined score of 1140 or higher on the Scholastic Assessment Test or its equivalent. A student seeking admission should write or call the Joint Enrollment Counselor in the Admission Office at Oglethorpe to receive an application. Normally no more than four courses may be taken as a joint enrollment student.

Early Admission (Early Entrance)

A gifted student of unusual maturity whose high school record shows excellent academic performance through the junior year in a college preparatory program, and whose score on a standardized assessment test is high, may submit his or her application for admission to the University for enrollment after the junior year in high school. The candidate should have the support of his or her parents in writing submitted with the application. A strong recommendation from the high school is expected, and the candidate must come to campus for a personal interview with a senior admission officer.

Transient Students

Transient students may take any course offered by the University, provided that they secure permission from their current institution certifying that the institution will accept for transfer credit the academic work done by the student at Oglethorpe. This permission is the responsibility of the transient student.

A letter of good standing or a current transcript must be sent to the Admission Office before a transient student can be accepted.

Special Status Admission

Special Status Admission is designed for students who wish to take a limited number of post-baccalaureate classes at Oglethorpe, or for non-traditional students who desire to begin college course work prior to being admitted to a degree-seeking program.

Students may be admitted to Oglethorpe's undergraduate day program as a special status candidate if they meet one of the following criteria:

1. They are at least 25 years of age and at least five years removed from their last educational experience.
2. They have graduated from another accredited college or university. Under the program, students may enroll for a maximum of 16 semester hours. Individuals desiring to enroll for additional courses must apply as regular, degree-seeking candidates.

To apply for Special Status Admission, students must submit a completed application form, a \$30 non-refundable application fee, and proof of their last educational experience or a copy of their college diploma.

Special status students are not eligible for financial assistance.

Home School Students

Students who have completed high school graduation requirements under a home school program may be considered for admission if the following information is provided:

1. Above average SAT or ACT scores.
2. A portfolio recording all high school work completed (including courses studied, textbooks, assignments, and extracurricular achievements).
3. A personal interview with a senior admission officer.
4. Two recommendations.
5. An accredited home school transcript (if applicable). Oglethorpe reserves the right to require the GED.

Credit by Examination

There are three testing programs through which students may earn credit for required or elective courses. Any student who has questions about these examinations should consult the Registrar. No more than 32 semester hours of credit will be accepted from each of the programs described below.

College Level Examination Program – CLEP

Within the CLEP testing program are two categories. The General Examinations cover the areas of English Composition, Humanities, Mathematics, Natural Science, and Social Science and History. Oglethorpe University does not award credit for the General Examinations in English Composition, Natural Science, Mathematics, or Social Science and History. Minimum acceptable scores are 500 for each general area and 50 in each sub-total category. The Subject Examinations are designed to measure knowledge in a particular course. A minimum acceptable score of 50 on a Subject Examination is required for credit. The Oglethorpe Registrar should be contacted concerning which Subject Examinations may lead to credit at Oglethorpe.

CLEP examinations normally are taken before the student matriculates at Oglethorpe. Only under special circumstances will credit be awarded for an examination taken after the student completes his or her first semester at Oglethorpe University. A maximum of four semester hours will be awarded for each examination. A maximum of 32 semester hours may be earned with acceptable CLEP scores.

All students are required to take placement examinations in mathematics and foreign languages (if they plan to take a course in these areas or subjects) and are placed accordingly.

Advanced Placement and International Baccalaureate Programs

The University encourages students who have completed Advanced Placement examinations of the College Entrance Examination Board to submit their scores prior to enrollment for evaluation for college credit. Please contact the Office of Admission or the Registrar's Office for the appropriate course of action to be taken in order to receive credit for AP exams. The general policy of Oglethorpe toward such scores is the following: Academic credit will be given in the appropriate

area to students presenting Advanced Placement grades of 3, 4, or 5; neither credit nor exemption will be given for a grade of 2; maximum credit allowed to any student for Advanced Placement tests will be 32 semester hours. Specific policies are indicated in the chart which follows. These are subject to change at any time.

Students who have studied in an approved International Baccalaureate Program (IB) are also encouraged to apply for credit based on scores earned, and should contact the Office of Admission or the Registrar's Office to learn how to receive credit for IB exams. Scores must be 5, 6, or 7 on the Higher Level Exam to be considered for college credit. Sophomore standing may be awarded to students who complete the IB diploma and obtain a total of 33 points or better for the full program, assuming all examination scores are 4 or better, and no Higher Level Exam score is below 5.

All students are required to take placement examinations in mathematics and foreign languages (if they plan to take a course in these areas or subjects) and are placed accordingly.

ADVANCED PLACEMENT and INTERNATIONAL BACCALAUREATE CREDIT CHART

Accepted Examination Grades (unless stated otherwise)
AP: 3, 4, 5 / IB (Higher Level Exam): 5, 6, 7

AP Exam	Semester Hours Awarded	Course Equivalents
Art		
Studio	4	ART 101 Introduction to Drawing
History	4	COR 104 Art and Culture
Biology	4	GEN 102 Natural Science: The Biological Sciences
Chemistry	4	GEN 101 Natural Science: The Physical Sciences
Computer Science¹		
Grade 4 or 5 AP	8	CSC 241 Introduction to Computer Science Using Visual BASIC & CSC 243 Principles of Computer Programming in C++
Grade 3 AP	4	CSC 241 Introduction to Computer Science Using Visual BASIC
Economics		
Microeconomics	4	ECO 121 Introduction to Economics
Macroeconomics	4	Elective Credit
English		
Language & Composition		
Grade 4 or 5 AP, 6 or 7 IB	4	Elective Credit
Grade 3 AP or 5 IB	4	Essay will be evaluated by English faculty
Literature & Composition		
Grade 4 or 5 AP, 6 or 7 IB	4	Elective Credit
Grade 3 AP or 5 IB	4	Essay will be evaluated by English faculty

French		
Language	8	FRE 101, FRE 102 Elementary French I & II
Literature	8	General credit in French
German		
Language	8	GER 101, GER 102 Elementary German I & II
Literature	8	General credit in German
Government¹	4	POL 101 Introduction to American Politics
History		
American	4	Elective Credit
European	4	Elective Credit
Latin	8	LAT 101, LAT 102 Elementary Latin I & II
Mathematics		
Calculus AB	4	MAT 131 Calculus I
Calculus BC ¹	8	MAT 131, MAT 132 Calculus I & II
Music¹		
Theory	4	MUS 231 Music Theory I
Appreciation	4	COR 103 Music and Culture
Physics¹		
Physics B	8	PHY 101, PHY 102 General Physics I & II
Physics C	10	PHY 201, PHY 202 College Physics I & II
	4	GEN 101 Natural Science: The Physical Sciences
Psychology¹	4	PSY 101 Psychological Inquiry
Spanish		
Language	8	SPN 101, SPN 102 Elementary Spanish I & II
Literature	8	General credit in Spanish

¹Credit for the IB exam will be determined through discussion with the faculty within the appropriate academic field. Any exams not included in this chart should be brought to the attention of the Registrar, and the appropriate faculty members will determine credit.

Financial Assistance



Programs

Oglethorpe University offers a variety of strategies and resources to help make the cost of an Oglethorpe education affordable. Both need-based aid and awards based on academic achievement are available. All families are urged to complete the Free Application for Federal Student Aid (FAFSA) regardless of their income levels. The University's financial aid professionals will then have the information necessary to discuss all options available to parents and students. The Free Application for Federal Student Aid (FAFSA) is the approved needs-analysis form by which students may apply for the following need-based programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Work-Study, Federal Stafford Loan, Leveraging Educational Assistance Program, and the Oglethorpe Need-based Grant. After the family submits the FAFSA to the federal processor, the school will receive from the processor an Institutional Student Information Record (ISIR). Upon acceptance to the University and receipt of the student's ISIR, Oglethorpe's financial aid professionals will prepare a comprehensive financial aid package, which may include assistance from any one or more of the following sources:

James Edward Oglethorpe Scholarships provide tuition, room and board for four years of undergraduate study, if scholarship criteria continue to be met. Recipients are selected on the basis of an academic competition held on campus in the spring of each year. Students must have a combined SAT score of at least 1300 (ACT 30), a 3.6 or higher cumulative grade-point average, and a superior record of leadership in extracurricular activities either in school or in the community. For application procedures and deadlines, contact the Admission Office.

Oglethorpe Scholars Awards (OSA) Scholarships (including Presidential Scholarships, Oxford Scholarships, University Scholarships, and Lanier Scholarships) are based on achievement and available to entering students with superior academic ability. A fundamental aim of Oglethorpe University is to prepare students for leadership roles in society. One way of promoting this purpose is to give special recognition to students who demonstrate superior academic abilities as undergraduates. Scholarships range from \$3,500 to \$10,500.

Recipients of funds from this program are expected to maintain specified levels of academic achievement and make a significant contribution to the Oglethorpe community. Each award is for one year but can be renewed on the basis of an annual evaluation of academic and other performance factors by the Director of Financial Aid. See Endowed Scholarships and Annual Scholarships sections below for additional honorary designation of these funds.

Oglethorpe Christian Scholarships are awarded to freshmen who are residents of Georgia and who demonstrate active participation in their churches. Academic qualifications for consideration include SAT scores of 1100 or higher and a senior class rank in the upper 25 percent. Awards range up to \$1,500 per academic year. Recipients are required to maintain a 3.0 cumulative grade-point average and engage in a service project during the academic year. For application procedures and deadlines, contact the Admission Office or the Office of Financial Aid.

Federal Work-Study Program (FWSP) permits a student to earn part of his or her educational expenses. The earnings from this program and other financial aid

cannot exceed the student's financial need. Students eligible for this program work part time primarily on the Oglethorpe campus. A limited number of community service positions are available at locations near the campus.

Georgia Tuition Equalization Grants (GTEG) are available for Georgia residents who attend full time and seek their degrees at Oglethorpe. The program was established by an act of the 1971 Georgia General Assembly. The Georgia Student Finance Commission specifies, in part, the objective of the program is to "promote the private segment of higher education in Georgia by providing non-repayable grant aid to Georgia residents who attend eligible independent colleges and universities in Georgia. All students must complete an application and verify their eligibility for the grant. In the 1999-2000 school year, this grant was \$1,000 per academic year. Financial need is not a factor in determining eligibility. A separate application and proof of residency is required.

HOPE Scholarships of \$1,500 per semester are available to Georgia residents who have graduated from an eligible high school in 1996 or later, with at least a 3.0 grade-point average. Additional requirements are required of high school graduates in 2000 or later. Georgia residents who do not qualify under these guidelines but have now attempted 30 or more semester hours (45 quarter hours) with a 3.0 grade-point average or higher may also be eligible. Applicants must be registered as full-time, degree-seeking students at a participating Georgia private college or university. Students entering the HOPE Scholarship program for the first time after attempting 30 or 60 semester hours should be aware that their grade-point average is calculated to include all attempted hours taken after high school graduation. Recipients of the Scholarship are required to maintain a 3.0 or higher cumulative grade-point average for reinstatement. For more information, contact the HOPE Scholarship Program (770) 724-9030 or 1-800-546-HOPE, or the Office of Financial Aid at Oglethorpe University.

HOPE Promise Teacher Scholarships provide forgivable loans to high-achieving students who aspire to be teachers in Georgia public schools. Students must have a minimum grade-point average of 3.6, be academically classified as a junior, and be accepted for enrollment into a teacher education program leading to initial certification. For more information, contact the HOPE Scholarship Program (770) 724-9030 or 1-800-546-HOPE, or the Office of Financial Aid at Oglethorpe University.

HOPE Teacher Scholarships provide forgivable loans to individuals seeking advanced education degrees in critical shortage fields of study. The student must be a legal resident of Georgia and be admitted for regular admission into graduate school and into an advanced degree teacher program leading to certification in a critical shortage field. For more information, contact the HOPE Scholarship Program (770) 724-9030 or 1-800-546-HOPE, or the Office of Financial Aid at Oglethorpe University.

The Leveraging Educational Assistance Program (LEAP), formerly the Student Incentive Grant (SIG) program, is one of need-based grants for qualified Georgia residents to enable them to attend eligible post-secondary institutions of their choice in the state. The grant awards are designed to provide only a portion of the student's resources in financing the total cost of a college education. A student should complete the FAFSA for consideration.

The **Federal Pell Grant** is a federal aid program that provides non-repayable funds to eligible students. Eligibility is based upon the results from the FAFSA.

Federal Supplemental Educational Opportunity Grants (FSEOG) are awarded to undergraduate students with exceptional financial need. Priority is given to Federal Pell Grant recipients and does not require repayment.

Oglethorpe Need-based Grants are available to full-time day undergraduate students who demonstrate financial need by completing the FAFSA. Oglethorpe Need-based Grants in conjunction with federal, state, private, or institutional assistance cannot exceed the student's financial need.

Federal Perkins Loans are long-term, low-cost educational loans to students who have demonstrated need for such assistance. Priority is given first to sophomore, junior, or senior students. Interest is charged at a five percent annual rate beginning nine months after the borrower ceases to be at least a half-time student (a minimum course load of six semester hours). Information regarding repayment terms, deferment and cancellation options are available in the Office of Financial Aid.

Federal Stafford (Subsidized and Unsubsidized) Loans are long-term loans available through banks, credit unions, and other lending institutions. Students must submit the FAFSA and be attending at least half-time to receive consideration. A separate loan application is also required. Information regarding repayment terms, deferment and cancellation options are available in the Office of Financial Aid.

Federal PLUS Loans are relatively long-term loans available through banks, credit unions, and other lending institutions. Parents desiring to seek a loan from this program should consult with the Office of Financial Aid for additional information.

Choral Music Scholarships (Performance) are awarded annually to incoming students pursuing any degree offered at Oglethorpe who demonstrate exceptional achievement in choral singing or keyboard accompanying. Candidates must be nominated with a letter of recommendation by the conductor of their choral ensemble on a special form obtainable from the Director of Musical Activities at Oglethorpe. If the nomination warrants, the candidate will be offered an audition and interview session on campus to complete the qualifying process.

Playmakers Scholarships (Performance) are awarded annually to current students who have demonstrated exceptional ability in the area of dramatic performance and a strong commitment to Oglethorpe's theatre program. Awards are based on ability, not financial need.

The **Lavinia Cloud Pretz Annual Music Scholarship** is provided through the generosity of James and Sharon Bohart in memory of Mrs. Pretz. Mrs. Pretz was a former member of the Oglethorpe President's Advisory Council and the Art Gallery Council. The scholarship is to be awarded to an outstanding student in the music program.

Note: Dual-degree students in art and engineering may not use Oglethorpe assistance to attend other institutions.

Academic Policies Governing Student Financial Aid

Applicants for federal aid, state grants, or institutional need-based programs must be making satisfactory progress toward the completion of their degree requirements and be in good academic standing with the University in order to receive financial aid consideration. Students must meet at least the following requirements:

1. **Satisfactory Completion Ratio** – Students must satisfactorily complete at least 75 percent of the cumulative course work attempted at Oglethorpe University. Unsatisfactory grades that count against the student’s progress are:

D	-	If a “C-” or better is required for the major
F	-	Failure
FA	-	Failure by Absence
W/NG	-	Withdrew/No Grade
WF	-	Withdrew Failing
I	-	Incomplete
U	-	Unsatisfactory
AU	-	Audit

2. **Repeated Courses** – Courses that are being repeated will not be considered when determining financial aid eligibility unless a grade of at least a “C” is required to fulfill the degree requirements. The student must notify the Office of Financial Aid if a course is being repeated.
3. **Good Academic Standing and Maximum Time Frames** – Students must remain in good academic standing by achieving the minimum cumulative grade-point average and by completing their degree requirements within the maximum time frames listed below:

Number of Hours Earned	Minimum Cumulative Grade-Point Average	Maximum Years to Complete Program *
0-24	1.50	1
25-35	1.50	2
36-48	1.75	2
49-64	1.75	3
65-72	2.00	3
73-96	2.00	4
97-120	2.00	5
121-144	2.00	5

Students who earn over 144 hours will not be eligible for financial aid unless approved through the appeal process.

* Based upon full-time enrollment. The maximum time frame for students enrolled part time will be pro-rated.

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4. **Academic Standing Consistent with Graduation Requirements** – Students who have completed their second academic year (measured as a period of time, not grade level) must maintain at least a 2.0 cumulative grade-point average in order to be academically consistent with Oglethorpe University's graduation requirements.
 5. **Annual Review** – The satisfactory progress requirements will be reviewed at the completion of each spring semester. If the student is not meeting these requirements, written notification will be sent to the student placing them on "Financial Aid Probation" for the fall semester. The student may continue to receive aid during this probationary period but will be encouraged to enroll in summer session courses at Oglethorpe University in order to make up the deficiency. Any student who is not in compliance with the requirements by the end of the fall probationary period will not be eligible for financial aid for the spring or subsequent sessions until the requirements are met or a written appeal is submitted and approved.
 6. **Appeal Process** – If significant mitigating circumstances have hindered a student's academic performance and the student is unable to make up the deficiencies by the end of the financial aid probationary period, the student may present those circumstances in a written appeal to the Admission and Financial Aid Committee. Documentation to support the appeal, such as medical statements, should also be presented. The appeal should be submitted to the Office of Financial Aid by the first of the month in order to receive consideration at the month's committee meeting. The student will be notified in writing if the appeal has been approved or denied.

Application Procedure

Students applying for the Georgia Tuition Equalization Grant and HOPE Scholarship programs must submit a Georgia Tuition Equalization Grant Application which may be obtained from a high school counselor or the Office of Financial Aid.

Students meeting the requirements for an Oglethorpe Scholars Award (OSA) are considered for such based on their admission application. Students applying for an Oglethorpe Christian Scholarship must complete the appropriate scholarship application, which may be obtained from the Admission Office or the Office of Financial Aid.

The application procedures for the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Oglethorpe Need-based Grant, Federal Stafford Loan, Federal Work-Study Program, and Leveraging Educational Assistance Program are as follows:

1. Apply and be admitted as a regular degree-seeking student.
2. Complete the Free Application for Federal Student Aid (FAFSA) after January 1, but no later than May 1. Families should make a copy of the FAFSA before mailing it to the federal processor and submit the copy to Oglethorpe's Office of Financial Aid for an early estimate of financial aid eligibility. The original FAFSA may also be mailed to Oglethorpe for electronic submission to the federal processor. **Oglethorpe's Federal Code is 001586.**

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3. Once the FAFSA has been received and processed by the federal processor, an Institutional Student Information Record (ISIR) will be sent to the Office of Financial Aid.
 4. Keep copies of all federal income tax returns, etc. as these documents may be required in order to verify the information provided on the FAFSA.
 5. Complete Oglethorpe's Financial Aid Application, which is available from the Office of Financial Aid.
 6. Transfer students must submit a Financial Aid Transcript from the most recent college, university, vocational-technical school, etc. attended, if less than one semester has passed since attending that institution and regardless of whether or not financial aid was received.
 7. New students who wish to be considered for the Federal Work-Study Program must complete the Student Employment Application form in the Office of Financial Aid.
 8. If eligible for a Federal Stafford Loan or Federal PLUS Loan, a promissory note must be completed. Contact the Office of Financial Aid for more information.

Federal Aid Eligibility Requirements

1. Demonstrate financial need (exception: Federal Unsubsidized Stafford Loan and Federal PLUS Loan programs).
2. Have a high school diploma or a General Education Development (GED) certificate or pass an independently administered test approved by the U.S. Department of Education.
3. Be enrolled as a regular degree-seeking student in an eligible program (exception: Teacher Certification students).
4. Be a U.S. citizen or eligible noncitizen.
5. Generally, have a social security number.
6. Register with Selective Service, if required.
7. Must not owe a refund on any grant or loan; not be in default on any loan or have made satisfactory arrangements to repay any defaulted loan; and not have borrowed in excess of the loan limits, under Title IV programs, at any institution.
8. Make satisfactory academic progress. Refer to the Academic Policies Governing Student Financial Aid.
9. May not be a member of a religious community, society, or order who by direction of his or her community, society or order is pursuing a course of study at Oglethorpe, and who receives support and maintenance from his or her community, society, or order.

Payment of Awards

All awards, except Federal Work-Study earnings, and some Federal Stafford Loans, and Federal PLUS Loans, are disbursed to students by means of a direct credit to their account. Each semester credit of awards is dependent upon final approval of the Director of Financial Aid. Only when a student's file is complete can aid be credited to the account.

Renewal of Awards

Renewal applications for all programs are available from the Office of Financial Aid. Students must meet the eligibility requirements indicated above and file the appropriate applications for each program. The preferred deadline for receipt of a completed financial aid file is May 1. Applicants whose files become complete after this time will be considered based upon availability of funds.

For renewal of the Oglethorpe Scholars Award, all students must maintain a cumulative grade-point average consistent with good academic standing. A 3.2 or higher grade-point average is required for renewal of a James Edward Oglethorpe scholarship.

Students who fail to meet the cumulative grade-point average requirement may attend Oglethorpe's summer school program in order to make up deficiencies. Courses taken elsewhere will not affect the cumulative grade-point average at Oglethorpe.

In addition to the cumulative grade-point average requirement, students must earn at least 24 semester hours during the current academic year. Students who are deficient in the number of hours required might attend summer school at Oglethorpe. Students also have the option of submitting a written appeal to the Admission and Financial Aid Committee.

Students who meet the scholarship renewal criteria will have their awards automatically renewed for the next academic year.

Endowed Scholarships

Oglethorpe Scholars may receive special recognition of their outstanding achievement by being named as an endowed or annual scholar. Selection of this honorary designation is based upon the criteria outlined below:

The Marshall A. and Mary Bishop Asher Endowed Scholar: Funding was established by the Asher family in 1988. Both Mr. Asher and the late Mrs. Asher are alumni (classes of 1941 and 1943 respectively) and both served for many years as Trustees of the University. The scholarship is awarded to a superior student in science.

The Earl Blackwell Endowed Scholar: Funding was established by Earl Blackwell, distinguished publisher, playwright, author, and founder of Celebrity Services, Inc., headquartered in New York. The scholarship is awarded to deserving students with special interest in English, journalism, or the performing arts. Mr. Blackwell was a 1929 graduate of the University.

The Miriam H. and John A. Conant Endowed Scholar: Funding was established by Mr. and Mrs. John A. Conant. The Conants are long-time benefactors of Oglethorpe, and Mrs. Conant serves as a Trustee of the University. Scholarships are awarded annually to superior students with leadership ability.

The Estelle Anderson Crouch Endowed Scholar: This funding is the first of three scholarships given by Mr. John W. Crouch, class of 1929 and a former Trustee of the University. This scholarship was established in memory of Mrs. Estelle Anderson Crouch, the mother of John Thomas Crouch, class of 1965. Mrs. Crouch died in 1960. It is awarded annually without regard to financial need to students who have demonstrated high academic standards.

The Katherine Shepard Crouch Endowed Scholar: Funding is given in memory of Mrs. Katherine Shepard Crouch by Mr. John W. Crouch and is awarded annually based upon academic achievement.

The Cammie Lee Stow Kendrick Crouch Endowed Scholar: This funding is the third scholarship endowed by Mr. Crouch and is awarded annually based upon academic achievement in honor of Mrs. Cammie Lee Stow Kendrick Crouch. Mr. and Mrs. Crouch were classmates at Oglethorpe and graduates in the class of 1929.

The Karen S. Dillingham Memorial Endowed Scholar: Funding was established by Mr. and Mrs. Paul L. Dillingham in loving memory of their daughter. Mr. Dillingham is a former Trustee and later served for several years as a senior administrator of the University. The scholarship is to be awarded each year to an able and deserving student.

The R. E. Dorough Endowed Scholar: Funding was established by a gift from Mr. Dorough's estate. Scholarships from this fund are awarded to able and deserving students based on the criteria outlined in his will. Mr. Dorough was a former Trustee of the University.

The William A. Egerton Memorial Endowed Scholar: Funding was established in 1988. Professor Egerton was a well-liked and highly respected member of the Oglethorpe faculty from 1956 to 1978 and influenced the lives of many students. Alumni Franklin L. Burke '66, Robert B. Currey '66, and Gary C. Harden '69, donated the initial funds and were especially helpful in encouraging other alumni and friends to assist in establishing this endowed scholarship fund in memory of Professor Egerton. The scholarship is awarded to a student with strong academic record and demonstrated leadership skills who is majoring in business administration.

The Henry R. "Hank" Frieman Endowed Scholar: Funding was established by Mr. Frieman, class of 1936. An outstanding athlete during his college days at Oglethorpe, Mr. Frieman spent a career in coaching. He is a member of the Oglethorpe Athletic Hall of Fame. This scholarship is awarded annually based on academic achievement, leadership qualities, demonstrated need, and a special interest in sports.

The Charles A. Frueauff Endowed Scholar: Funding was established by grants from the Charles A. Frueauff Foundation of Little Rock, Arkansas. Scholarship preference is given to able and deserving students from middle-income families who do not qualify for governmental assistance. The criteria for selection also include academic ability and leadership potential.

The Lu Thomasson Garrett Endowed Scholar: Funding was established in honor of Lu Thomasson Garrett, class of 1952 and a former Trustee of the University. Preference for awarding scholarships from this fund is given to students who meet the criteria for an Oglethorpe Scholars Award and are majoring in education or business administration.

The Walter F. Gordy Memorial Endowed Scholar: Funding was established in 1994 with a bequest from the Estate of William L. Gordy, class of 1925. Walter Gordy was also an alumnus of Oglethorpe University, class of 1924. The scholarship fund was increased in 1995 with a bequest from the Estate of Mrs. William L. (Helene) Gordy. Scholarships from this fund are awarded at the discretion of the University.

The Bert L. and Emory B. Hammack Memorial Scholar: This funding is one of three scholarships established by gifts from their brother, Mr. Francis R. Hammack, class of 1927. This scholarship, established in 1984, is awarded annually to a senior

class student majoring in science or mathematics, who is a native of Georgia and had the highest academic grade-point average of all such students who attended Oglethorpe University in their previous undergraduate years.

The Francis R. Hammack Scholar: Established in his own name in 1990, this funding is the second endowed financial assistance program by Mr. Hammack, class of 1927. It is to be awarded annually to a needy but worthy student who is a native of Georgia, a junior class member majoring in English, and who has attended Oglethorpe University in his or her previous undergraduate years.

The Leslie U. and Ola Ryle Hammack Memorial Scholar: Funding of this third gift was established in 1985 in memory of his parents by Francis R. Hammack, class of 1927. It is awarded annually to a junior class student, working toward the Bachelor of Business Administration degree, who is a native of Georgia and who had the highest academic grade-point average of all such students who attended Oglethorpe University in their previous undergraduate years.

The Ira Jarrell Endowed Scholar: Funding was established in 1975 to honor the late Dr. Jarrell, former Superintendent of Atlanta Schools and an Oglethorpe graduate. It is awarded annually in the fall to a new student who is a graduate of an Atlanta public high school and who is studying in the field of teacher education. Should there be no eligible applicant, the award may be made to an Atlanta high school graduate in any field, or the University may award the scholarship to any worthy high school graduate requiring assistance while working in the field of teacher education.

The Lowry Memorial Scholar: Funding is awarded annually to full-time students who have maintained a 3.3 grade-point average.

The Vera A. Milner Endowed Scholar: Funding was established by Belle Turner Cross, class of 1961 and a Trustee of Oglethorpe, and her sisters, Virginia T. Rezetko and Vera T. Wells, in memory of their aunt, Vera A. Milner. The scholarship is awarded annually to a full-time student planning to study at Oglethorpe for the degree of Master of Arts in Early Childhood Education. Eligibility may begin in the undergraduate junior year at Oglethorpe. Qualifications include a grade-point average of at least 3.25, a Scholastic Assessment Test or Graduate Record Examination score of 1100, and a commitment to teaching.

The National Alumni Association Endowed Scholar: Funding was established in 1971 by the Association's Board of Directors. The scholarship is awarded annually to an Oglethorpe student based upon financial need, scholarship, and qualities of leadership.

The Oglethorpe Christian Endowed Scholar: Funding was established by a grant from an Atlanta foundation which wishes to remain anonymous. The fund also has received grants from the Akers Foundation, Inc., of Gastonia, North Carolina; the Clark and Ruby Baker Foundation of Atlanta; and the Mary and E. P. Rogers Foundation of Atlanta. Recipients must be legal residents of Georgia and have graduated from Georgia high schools. High school applicants must rank in the top quarter of their high school classes and have Scholastic Assessment Test scores of 1100 or more; upperclassmen must have a grade-point average of 3.0. Applicants must submit a statement from a local minister attesting to their religious commitment, active involvement in local church, Christian character, and promise of Christian leadership and service. The Oglethorpe Christian Scholarship Committee will interview applicants.

The Oglethorpe Memorial Endowed Scholar: Funding was established in 1994

by combining several existing scholarship funds which had been created over the previous two decades. Combining these funds leads to efficiencies which will increase the funds available for student support. Additionally, this new fund will allow persons to establish memorials with amounts smaller than would otherwise be possible. The following are honored in the Oglethorpe Memorial Endowed Scholarship Fund:

Ivan Allen	George A. Holloway, Sr.
Allen A. and Mamie B. Chappell	Eliece Johnson
Dondi Cobb	Ray M. and Mary Elizabeth Lee
Michael A. Corvasce	Virgil W. and Virginia C. Milton
Ernst & Young	Keiichi Nishimura
Georgia Power Company	Timothy P. Tassopoulos
Lenora and Alfred Glancy	L. W. "Lefty" and Francis E. Willis
PDM Harris	Vivian P. and Murray D. Wood
William Randolph Hearst	
Anna Rebecca Harwell Hill and Frances Grace Harwell	

The Manning M. Pattillo, Jr. Endowed Scholar: Funding was established in 1988 by the Oglethorpe National Alumni Association from gifts received from many alumni and friends. Dr. Pattillo was Oglethorpe's 13th President, serving from 1975 until his retirement in 1988. In recognition of his exemplary leadership in building an academically strong student body and a gifted faculty, the scholarship is awarded to an academically superior student with demonstrated leadership skills.

The E. Rivers and Una Rivers Endowed Scholar: Funding was established by the late Mrs. Una S. Rivers to provide for deserving students who qualify for the Oglethorpe Scholars Award.

The J. Mack Robinson Endowed Scholar: Funding was established by Atlanta businessman J. Mack Robinson. It is awarded to a deserving student who meets the general qualifications of the Oglethorpe Scholars Award. Preference is given to students majoring in business administration.

The Steve and Jeanne Schmidt Endowed Scholar: Funding is awarded annually to an outstanding student based upon high academic achievement and leadership in student affairs. This endowed award is made possible through the generosity of Mr. and Mrs. Schmidt. Mr. Schmidt, class of 1940, is a former Chairman of the Board of Trustees. Mrs. Schmidt is a graduate of the class of 1942.

The Dr. Heyl G. and Ruth D. Tebo Endowed Scholar: Funding was established by Dr. and Mrs. Tebo in 1994 to award annually to Georgia residents majoring in chemistry, biology or other sciences. Preference is given to students who plan to do graduate study in medicine, dentistry or other specialties in the health sciences field. Dr. Tebo is an alumnus of Oglethorpe, class of 1937.

The Charles L. and Jean Towers Scholar: Funding is awarded each year to a superior student who has demonstrated an interest as well as talent in choral music. The scholarship was established in 1985 by the University in recognition of the many years of valuable service to the University by Mr. Towers, a former Chairman of the Board of Trustees and Assistant to the President.

The J. M. Tull Scholar: Funding was established by a gift from the J. M. Tull Foundation in 1984. Scholarships are awarded annually to superior students with leadership ability as well as financial need.

The United Technologies Corporation Endowed Scholar: Funding was established by a grant from the United Technologies Corporation, Hartford, Connecticut.

cut. The fund provides scholarship support for able and deserving students who are majoring in science or pursuing a pre-engineering program. United Technologies Scholars are to have at least a 3.2 grade-point average and leadership ability as well as financial need.

The Charles Longstreet Weltner Memorial Endowed Scholar: Funding was established in 1993 by former United States Senator Wyche Fowler, Jr., his longtime friend and colleague. An alumnus of the class of 1948 and Trustee of Oglethorpe University, Charles Weltner was Chief Justice of the Supreme Court of Georgia at the time of his death in 1993. He was the recipient of the "Profile in Courage" award in 1991. He was a tireless advocate for equal rights for minorities and while serving in the United States House of Representatives was the only congressman from the deep South to vote for the Civil Rights Act of 1964. Weltner Scholarships are awarded annually to selected Oglethorpe University students who are residents of the State of Georgia, with financial need, satisfactory academic records, and to the extent allowed by law, of African-American descent. At the donor's request, the amount of the scholarship award to any recipient is to be no more than one-half of full tuition in order to encourage student recipients to work to provide required additional funds.

The David, Helen, and Marian Woodward Endowed Scholar: Funding was established by grants from the David, Helen, and Marian Woodward Fund of Atlanta. It provides assistance to students who meet the criteria for an Oglethorpe Scholars Award. The award is based upon superior academic achievement, leadership potential, and financial need.

Annual Scholarships

The BCES Foundation Urban Leadership Scholar: Funding is provided annually for a sophomore, junior, or senior who is enrolled in the Rich Foundation Urban Leadership Program.

The Chevron Freshman Scholar: Funding is provided annually by a gift from Chevron U.S.A., Inc. and is awarded to a freshman who is a resident of Georgia, with interest in mathematics or the sciences and demonstrated leadership abilities.

First Families of Georgia (1733 to 1797) Annual Scholar: Funding is awarded to a senior who is academically a superior student majoring in history. First Families of Georgia is a society whose members are able to document their descent from early settlers of the State of Georgia.

The Wilson P. Franklin Annual Scholar: Funding is awarded to a deserving student. Mr. Franklin, class of 1939, established this scholarship with a gift in 1995.

The Mack A. Rikard Annual Scholar: Funds were established in 1990 by Mr. Mack A. Rikard, class of 1937 and a former Trustee of the University, and are awarded to able and deserving students who meet certain criteria. The criteria are flexible, with consideration being given to a number of factors, including without limitation academic achievement, leadership skills, potential for success, evidence of propensity for hard work, and a conscientious application of abilities. Recipients must be individuals born in the United States of America and are encouraged, at such time in their business or professional careers when financial circumstances permit, to provide from their own funds one or more additional scholarships to worthy Oglethorpe students.

The Lettie Pate Whitehead Foundation Scholar: Grants have been made annually for a number of years to Christian women from the Southeastern states who are deserving and in need of financial assistance.

Student Emergency Loan Funds

The Olivia Luck King Student Loan Fund provides short-term loans to enrolled students from Georgia. Her husband, Mr. C. H. King of Marietta, Georgia, established the fund in memory of Mrs. King. Mrs. King was a member of the class of 1942, and Mr. King received his master's degree from Oglethorpe in 1936.

The David N. and Lutie P. Landers Revolving Loan Fund provides short-term loans for needy and deserving students. The fund was established by a bequest from the estates of Mr. and Mrs. Landers of Atlanta.

The Steve Najjar Student Loan Fund provides short-term loans and financial assistance to deserving Oglethorpe students. The fund was established in memory of Mr. Najjar, who, with his aunt "Miss Sadie" Mansour, operated the Five Paces Inn, a family business in the Buckhead section of Atlanta. The Five Paces Inn was a popular establishment for Oglethorpe students for many years. A number of Oglethorpe alumni, especially students in the late 50s and early 60s, established this fund in Mr. Najjar's memory.



Tuition and Costs



Fees and Costs

The fees, costs, and dates listed below are for 2000-01. Financial information for 2001-02 will be available in early 2001.

The tuition charged by Oglethorpe University represents only 63 percent of the actual expense of educating each student, the balance coming from endowment income, gifts, and other sources. Thus, every Oglethorpe undergraduate is the beneficiary of a hidden scholarship. At the same time 90 percent of the students are awarded additional financial assistance in the form of scholarships, grants, and loans from private, governmental, or institutional sources.

The tuition is \$9,090 per semester. Room and board (subject to size and location) is \$2,780 per semester. Students who desire single rooms are assessed \$3,470 for room and board.

The tuition of \$9,090 is applicable to all students taking 12-17 semester hours. These are classified as full-time students. Students taking less than 12 semester hours are referred to the section on Part-Time Fees. Students taking more than 17 hours during a semester are charged \$270 for each additional hour. Payment of tuition and fees is due three weeks prior to registration each semester. Failure to make the necessary payments will result in the cancellation of the student's registration. Students receiving financial aid are required to pay the difference between the amount of their aid and the amount due by the deadline. Students and parents desiring information about various payment options should request the pamphlet "Payment Plans." New students who require on-campus housing for the fall semester are required to submit an advance deposit of \$300 of which \$200 is a damage deposit for the room and \$100 is an advance deposit applied to student fees. New commuting students are required to submit an advance deposit of \$100. Such deposits are not refundable. However, the deposit is credited to the student's account for the fall semester.

Upon payment of the room and board fees, each student is covered by a Health and Accident policy. Coverage begins on the day of registration. Full-time students residing off campus may purchase this insurance for \$115 per year. International students, students participating in any intercollegiate sport and students participating in intramural football or basketball are required to have this medical coverage or its equivalent. (Insurance rates are subject to change.)

In addition to tuition and room and board charges, students may be required to subscribe to the following:

1. **Damage Deposit:** A \$200 damage deposit is required of all resident students. The damage deposit is refundable at the end of the academic year after any charge for damages is deducted. Room keys and other University property must be returned and the required checkout procedure completed prior to issuance of damage deposit refunds. Students who begin in the spring semester also must pay the \$200 damage deposit.
2. **Graduating Senior:** Degree completion fee of \$75.
3. **Laboratory Fee:** A \$70 fee is assessed for each laboratory course taken.

Full-Time Fees – 2000-01

Full-time on-campus student:

Fall, 2000	
Tuition	\$9,090
Room & Board	2,780
Damage Deposit	200
Activity Fee	50
Technology Fee	55
Advance Deposit	100

Spring, 2001	
Tuition	\$9,090
Room & Board	2,780
Damage Deposit	—
Activity Fee	50
Technology Fee	55

Full-time commuting student:

Fall, 2000	
Tuition	\$9,090
Activity Fee	50
Technology Fee	50
Advance Deposit	100

Spring, 2001	
Tuition	\$9,090
Activity Fee	50
Technology Fee	50

These schedules do not include the extra cost of single rooms, books and supplies (approximately \$600 per year), or travel and personal expense. All fees are subject to change. **Please inquire with the Business Office for a complete Fee Schedule** and for 2001-2002 fees.

Part-Time Fees – 2000-2001

Students enrolled part-time in day classes during the fall or spring semesters will be charged \$760 per credit hour. This rate is applicable to those students taking 11 semester hours or less. Students taking 12 to 17 hours are classified full-time. **Please inquire with the Business Office for a complete Fee Schedule.**

Institutional Refund Policy

The establishment of a refund policy is based on the University’s commitment to a fair and equitable refund of tuition and other charges assessed. While the University advances this policy, it should not be interpreted as a policy of convenience for students to take lightly their responsibility and their commitment to the University. The University has demonstrated a commitment by admitting and providing the necessary programs for all students and expects students to reciprocate that commitment.

If a student is in need of withdrawing from a course or from the University, an official withdrawal form must be obtained from the Registrar’s Office and correct procedures followed. The date that will be used for calculation of a refund for withdrawal or Drop/Add will be the date on which the Registrar receives the official form signed by all required personnel. All students must follow the procedures for withdrawal and Drop/Add in order to receive a refund. Students are reminded that all changes in their academic programs must be cleared through the Registrar; an arrangement with an instructor will not be recognized as an official change of schedule.

If a student misses six consecutive class days in any course, the instructor will notify the Registrar's Office and it will be assumed that the student has unofficially withdrawn from the course. **Note:** This does not eliminate the responsibility stated above concerning the official withdrawal policy. The student withdrawing may receive the grade of withdrew passing (W), withdrew failing (WF), or failure due to excessive absences (FA). This policy has direct implications for students receiving benefits from the Veterans Administration and other federal agencies as these agencies must be notified when a student withdraws or otherwise ceases to attend class. This will result in an automatic decrease in payments to the student. See Drop/Add and Withdrawal in the Academic Regulations and Policies section of this *Bulletin*.

Since the University does not retain the premium for insurance coverage, it will not be refunded after registration day. Since room and board services are consumed on a daily basis, during the period when tuition is to be refunded on a 100 percent basis, the room and board refund will be prorated on a daily basis. After the 100 percent tuition refund period, room and board refunds revert to the same schedule as tuition refunds. All other fees except the advanced deposit are subject to the following refund schedule:

Withdrawal/Changes in schedule by the official last day of Drop/Add 100%

Withdrawal/Changes in schedule through 10th calendar day after Drop/Add....75%

Withdrawal/Changes in schedule through 20th calendar day after Drop/Add....50%

Withdrawal/Changes in schedule through 30th calendar day after Drop/Add....25%

All tuition refunds will be processed each semester in accordance with applicable regulations. Damage deposit refunds will be processed once a year at the end of the spring semester.

Return of Title IV Funds Policy

If a student completely withdraws from Oglethorpe University during the first 60 percent payment period and has received federal student financial assistance, the school must calculate the amount of federal funds the student "did not earn." This process is required to determine if the school and/or the student must return funds to the federal programs.

The percentage "not earned" is the complement of the percentage of federal funds "earned." If a student withdraws completely before completing 60 percent of the payment period, the percentage "earned" is equal to the percentage of the payment period that was completed. If the student withdraws after completing 60 percent of the payment period, the percentage earned is 100 percent. If the student has received more federal assistance than the calculated amount "earned," the school, or the student, or both, must return the unearned funds to the appropriate federal programs.

The school must return the lesser of: the amount of federal funds that the student does not earn; or, the amount of institutional costs that the student incurred for the payment period multiplied by the percentage of funds "not earned." The student must return (or repay, as appropriate) the remaining unearned federal funds. An exception is that students are not required to return 50 percent of the grant assistance received that is their responsibility to repay.

It should be noted that the **Institutional Refund Policy** and the federal **Return of Title IV Funds Policy** are separate and distinct. Students who completely withdraw after Oglethorpe's refund period has passed and before the 60 percent point of the payment period may owe a balance to the University previously covered by federal aid. Students receiving federal assistance are advised to consult the Office of Financial Aid before initiating the withdrawal process to see how these new regulations will affect their eligibility.

Student financial aid refunds must be distributed in the following order by federal regulation:

1. Federal Unsubsidized Stafford Loans
2. Federal Subsidized Stafford Loans
3. Federal Unsubsidized Direct Loans
4. Federal Subsidized Direct Loans
5. Federal Perkins Loan Program
6. Federal PLUS loans
7. Direct PLUS loans
8. Federal Pell Grant Program
9. Federal SEOG Program and
10. Other federal aid programs

Financial Obligations

A student who has not met all financial obligations to the University will not be allowed to register for courses in subsequent academic sessions; he or she will not be allowed to receive a degree from the University; and requests for transcripts will not be honored.

Community Life



Leadership Development

Oglethorpe University seeks to prepare its students for roles of leadership in society. Specific educational experiences are planned to help the student acquire the skills of leadership.

Education for leadership must be based on the essential academic competencies – reading, writing, speaking, and reasoning. Though widely neglected today at all levels of education, these are the prerequisites for effective leadership. They are the marks of an educated person. Oglethorpe insists that its students achieve advanced proficiency in these skills. In addition, students are offered specific preparation in the arts of leadership. Such arts include an appreciation of constructive values, the setting of goals, public speaking, human relations, and organizational skills.

This philosophy presents an excellent opportunity for the able young person who is striving for a significant life, including leadership in the improvement of community and society.

Orientation

Oglethorpe University wishes to provide each student with the opportunity to make a successful adjustment to college life. Because the University community takes pride in its tradition of close personal relationships, an orientation program has been organized to foster the development of these relationships and provide much needed information about the University.

Orientation begins with The Oglethorpe Adventure. Newly arrived students participate in a series of cooperative outdoor problem-solving activities facilitated by faculty and staff members and upper-class student mentors. These ice-breaking exercises are designed to introduce the students to each other and to begin to establish important relationships with the faculty advisors and mentors. Throughout orientation information is disseminated which acquaints students with the academic program and the extracurricular life of the campus community. One highlight is the performance of "Planet X," a student-written and directed play, which introduces in an effective and entertaining way issues of health and interpersonal relationships which face contemporary college students.

To supplement the student's orientation experience, the course Fresh Focus is required for all entering first year students during the student's first semester. For a description of Fresh Focus, please see the Educational Enrichment section of this *Bulletin*.

Student Rights and Responsibilities

Students of Oglethorpe University have specific rights and responsibilities. Among the rights are the right to freedom of expression and peaceful assembly, the right to the presumption of innocence and procedural fairness in the administration of discipline, and the right of access to personal records.

As members of the Oglethorpe community, students have the responsibility to maintain high standards of conduct. They should respect the privacy and feelings of others and the property of both students and the University. Students are

expected to display behavior that is not disruptive of campus life or the surrounding community. They represent the University off campus and are expected to act in a law-abiding and mature fashion. Those whose actions show that they have not accepted this responsibility may be subject to disciplinary action as set forth in the University's student handbook, *The O Book*.

Student Role in Institutional Decision Making

Student opinion and views play a significant role in institutional decisions affecting their interests and welfare. A comprehensive standardized student opinion survey is administered to students annually. In addition there is the Core Survey administered in core courses, as well as the Course Assessment in all courses and the Advising Assessment which all students are asked to complete. Students serve on key academic committees such as the Experiential Education Committee, the University Program Committee and the Teacher Education Council.

Particularly important is the role of elected student government representatives in this process. The president along with selected other officers of the Oglethorpe Student Association meet several times each semester with the University's senior staff to discuss a broad range of issues of concern to the student body. At least twice each year student government representatives meet with the Campus Life Committee of the Board of Trustees. In addition, the Oglethorpe Student Association collaborates with the President of the University and the senior staff in sponsoring periodic "town meetings" to which all interested students are invited.

Policy on Discriminatory and Sexual Harassment

Oglethorpe University places a high value on the dignity of the individual, on the tolerance of, and an appreciation for, human diversity, and on an appropriate decorum for members of the campus community. Harassing behavior can interfere seriously with the work or study performance of the individual to whom it is addressed. It is indefensible when it makes the work, study, or living environment hostile, intimidating, injurious, or demeaning.

It is the policy of the University that students and employees be able to work, study, participate in activities, and live in a campus community free of unwarranted harassment in the form of oral, written, graphic, or physical conduct which personally frightens, intimidates, injures, or demeans another individual. Discriminatory harassment directed against an individual or group that is based on race, gender, religious belief, color, sexual orientation, national origin, handicap, or age is prohibited. Discriminatory harassment is defined as speech, depictions, or conduct which: 1) is addressed directly to, or made in the presence of, the individual or individuals whom it insults or stigmatizes; and, 2) the speaker knows, or reasonably should know, would constitute "fighting words." "Fighting words" are words, pictures, or other symbols that are commonly understood to convey direct and visceral hatred or contempt for other human beings; they are commonly understood to elicit or precede violence.

In addition, sexual harassment of a student by another student, of a student by an employee, of an employee by a student, or of an employee by another employee will not be tolerated and is prohibited. Any unwelcome sexual advance, requests

for sexual favors, verbal or physical conduct of a sexual nature, or any verbal conduct that might be construed as a sexual slur that: 1) interferes with performance or creates a hostile, offensive, or intimidating environment and/or 2) is an expressed or implied condition imposed by a faculty member for evaluation or grading a student, or by an employee for evaluating job performance or advancement of a subordinate or colleague, will be viewed as misconduct.

Complaints alleging misconduct as defined in this policy on discriminatory and sexual harassment should be reported to the Vice President for Student Affairs and Community Life (Dr. Artie L. Travis, Emerson Student Center, telephone (404) 364-8335), the Interim Provost (Dr. Victoria L. Weiss, Lupton Hall, telephone (404) 364-8317), the Associate Dean for Administration (Mrs. Linda W. Bucki, Lupton Hall, telephone (404) 364-8325) or the Director of Counseling (Emerson Student Center, telephone (404) 364-8413). In determining whether an act constitutes harassment, a careful review must be made of the totality of the circumstances that pertain to any given incident. Among the factors which will be considered are: intent of the behavior (words or actions with the intent to injure are prohibited, but words or actions as part of an exchange of ideas, ideology, or philosophy will be protected); location of the behavior (different concerns exist with respect to spaces used for public forums, classrooms, or other settings); the degree to which the behavior when judged by the "reasonable person" standard would be considered to be hostile, intimidating, injurious, or demeaning; and any repetition or pattern of objectionable behavior. Complaints will be carefully investigated and, when appropriate, efforts will be made to resolve conflicts through education, counseling, and conciliation. Cases that may require disciplinary action will be handled according to the established discipline procedures of the University. Student organizations in violation of this policy may be subject to the loss of University recognition. Complainants shall be protected from unfair retribution.

Nothing in this policy statement is intended to infringe on the individual rights, freedom of speech, or academic freedom provided to members of the Oglethorpe community. The scholarly, educational, or artistic content of any written or oral presentation or inquiry shall not be limited by this policy. Accordingly, this provision will be construed liberally but should not be used as a pretext for violation of the policy.

Oglethorpe Student Association

The Oglethorpe Student Association is the guiding body for student life at Oglethorpe University. The O.S.A. consists of three elected bodies: an executive council, composed of a president, two vice presidents, parliamentarian, secretary, treasurer, and presidents of the four classes; the senate, chaired by a vice president, and composed of four senators from each class; and, the programming board, chaired by a vice president and composed of the freshman class president, one senator from each class, and three elected representatives from each class. All three bodies meet regularly and the meetings are open to the public. The O.S.A. administers a student activity fee that is assessed to all full-time day students. Additional information can be obtained from the O.S.A. Office or the Student Center Office located on the upper level of the Emerson Student Center. The address is Oglethorpe Student Association, 3000 Woodrow Way, N.E., Atlanta, GA 30319-2797.

Student Organizations

Valuable educational experience may be gained through active participation in approved campus activities and organizations. All students are encouraged to participate in one or more organizations to the extent that such involvement does not deter them from high academic achievement. Students are encouraged especially to join professional organizations associated with their interests and goals.

Eligibility for membership in student organizations is limited to currently enrolled students. To serve as an officer of an organization, a student must be enrolled full time and may not be on academic or disciplinary probation.

Recognized Student Organizations

Accounting Society	Order of Omega – Greek Honor Society
Alpha Chi –	OUTlet – Students Against Homophobia
National Academic Honorary	Panhellenic Council
Alpha Phi Omega –	Phi Alpha Theta –
National Service Fraternity	National History Honorary
Alpha Psi Omega – Drama Honorary	Phi Beta Delta – Honor Society
Amnesty International	for International Scholars
Best Buddies –	Phi Delta Epsilon –
Service to the Mentally Retarded	International Medical Society
Beta Omicron Sigma –	Phi Eta Sigma –
Business Honorary	Freshman Academic Honorary
Black Student Caucus	The Playmakers–
Catholic Student Association	Oglethorpe University Theatre
Le Cercle Français – French Club	Planet X– Issue– Oriented Drama Group
Chi Alpha Sigma – National	Powerful Oglethorpe Women (POW)
College Athlete Honor Society	Psi Chi – Psychology Honorary
Chiaroscuro –	Psychology and Sociology Club
Student Art Organization	Residence Hall Association
Circle K	Rho Lambda – Panhellenic Honorary
College Democrats	Salt and Light Christian Fellowship
College Republicans	Shadowbox Players
ECOS –Environmentally	Sigma Pi Sigma –
Concerned Oglethorpe Students	National Physics Honorary
Executive Round Table	Sigma Tau Delta – English Honorary
International Club	Sigma Zeta – National Science Honorary
Interfraternity Council	Spanish Club
OAT–Oglethorpe Academic Team	Student Georgia Education Association
Oglethorpe Ambassadors	Thalian Society –
Oglethorpe Athletes’ Council	Philosophical Discussion Group
Oglethorpe Dancers	<i>The Stormy Petrel</i> – Student Newspaper
Oglethorpe Recorder Ensemble	<i>The Tower</i> – Literary Magazine
Oglethorpe Ultimate Club	<i>The Yamacraw</i> – Yearbook
Oglethorpe YAD –	University Chorale
Jewish Student Organization	University Singers
Omicron Delta Kappa –	WJTL – Radio Station
National Leadership Honorary	

Athletics

At Oglethorpe University the students who participate in intercollegiate athletic competition are considered to be students first and athletes second. The University is an active member of the Southern Collegiate Athletic Conference (SCAC) and Division III of the National Collegiate Athletic Association (NCAA). Members of Division III may not award financial aid (other than academic honor awards) to any student-athlete, except upon a showing of financial need by the recipient. Oglethorpe provides a program of Oglethorpe Scholars Awards, which is described in the Financial Assistance section of this Bulletin. Many students who are interested in sports and are superior academically do qualify for this form of assistance.

The University offers intercollegiate competition in basketball, baseball, soccer, cross-country, tennis, golf, and track and field for men; and in soccer, basketball, volleyball, cross-country, tennis, golf, and track and field for women. The Stormy Petrels compete against other SCAC schools, including Trinity University, Millsaps College, Rhodes College, University of the South, Southwestern University, Hendrix College, Centre College, DePauw University, and Rose-Hulman Institute of Technology. The Petrels also challenge teams from schools outside the SCAC, such as Emory University and Washington and Lee University.

Intramural and Recreational Sports

In addition to intercollegiate competition, an array of intramural and recreational sports is offered. There are opportunities for all students to participate in physically and intellectually stimulating activities. Four competitive team sport seasons are offered in which men and women can compete in flag football, volleyball, basketball, and ultimate frisbee. There are also several short seasons or tournaments in soccer, softball, and sand volleyball. In addition, aerobics, weight training, and dance classes are also offered at the Steve Schmidt Sport & Recreation Center.

Fraternities and Sororities

Four fraternities and three sororities contribute to the Greek system at Oglethorpe.

The four fraternities are Chi Phi, Delta Sigma Phi, Kappa Alpha, and Sigma Alpha Epsilon. The national sororities are Alpha Sigma Tau, Chi Omega and Sigma Sigma Sigma.

These social organizations strive to contribute substantially to the spiritual and social betterment of the individual and develop college into a richer, fuller experience. Membership in these organizations is voluntary and subject to regulations established by the Interfraternity Council, the Panhellenic Council, and the Greek Affairs Coordinator.

Cultural Opportunities on Campus

There are numerous cultural opportunities for students outside the classroom. The University Program Committee sponsors concerts, theatrical productions, and lectures by visiting scholars. The Mack A. Rikard lectures expose students to

leaders in business and other professions. The University Singers perform frequently during the year, including seasonal events, often featuring guest artists. The Oglethorpe University Museum, on the third floor of Philip Weltner Library, sponsors exhibitions as well as lectures on associated subjects and occasional concerts in the museum. The Playmakers also stage several productions each year in the Conant Performing Arts Center. Two annual events, the Oglethorpe Night of the Arts and International Night, provide a showcase for campus talent. The former presents student literary, musical, and visual arts talent. The latter features international cuisine and entertainment. The Georgia Shakespeare Festival, which takes place on campus during the summer, as well as in the fall, is also a valuable cultural asset to the Oglethorpe community.

Counseling

Counseling and referrals for professional services are available to students experiencing psychological or social problems. Special programs are conducted on campus to provide information and promote development in leadership skills, interpersonal relationships, and physical and mental health. Though academic advising is the responsibility of individually assigned faculty advisors, students encountering unusual difficulties may wish to consult the Health and Counseling Center in the Emerson Student Center regarding possible contributing factors.

Opportunities in Atlanta

Oglethorpe is located eight miles from downtown Atlanta and just two miles from the city's largest shopping center. A nearby rapid transit station makes transportation quick and efficient. This proximity to the Southeast's most vibrant city offers students a great variety of cultural and entertainment opportunities. There are numerous excellent restaurants and clubs in nearby Buckhead. Downtown Atlanta offers professional baseball, football, ice hockey, and basketball to sports fans as well as frequent popular concerts. The Atlanta Symphony Orchestra performs from September through May in the Woodruff Arts Center. The Atlanta Ballet Company's season is October through May. The Alliance Theatre Company and many smaller companies present productions of contemporary and classical plays. The High Museum of Art hosts major-traveling exhibitions in addition to its permanent collection. Student discounts are often available. The Office of Community Life sponsors a series of monthly field trips called AtlantOURs to museums, theater and dance programs, and places of cultural and historical interest in the metropolitan Atlanta area.

Housing and Meals

The residence halls are available to all full-time day students. There are single gender and co-ed residence halls. Each area has a professional live-in Area Coordinator and a staff of resident assistants.

All students living in the residence halls are required to participate in a University meal plan. Meals are served in the Emerson Student Center. Nineteen meals are served each week and four different meal plan options are available. Three of

these options include flex dollars which may be used at the snack bar in the lower level of the student center or in the Oglethorpe Café in Goodman Hall. No breakfast is served on Saturday or Sunday. Instead, a brunch is served from mid-morning until early afternoon. The evening meal is also served on these days. .

In addition to the residence halls there are six Greek cottages which house some members of the four fraternities and two sororities.

Health Service

All resident students subscribe to a Student Accident and Sickness Insurance Plan provided through the University. Full-time students living off campus may purchase this insurance. International students and students participating in all intercollegiate sports and intramural football are required to enroll in the Insurance Plan or have equivalent coverage. A brochure is available at the Health and Counseling Center that describes the coverage provided by the plan.

The University maintains a small health center staffed by a registered nurse. The center operates on a regular schedule during weekdays when classes are in session and provides basic first aid and limited medical assistance for students.

In the event additional or major medical care is required, or for emergencies, the student-patient will be referred to medical specialists and hospitals in the area with which the health service maintains a working relationship.

When it is determined that a student's physical or emotional health is detrimental to his or her academic studies, group-living situation, or other relationships at the University or in the community, the student will be required to withdraw. Readmission to the University will be contingent upon acceptable verification that the student is ready to return. The final decision will rest with the University.

International Student Services

The International Student Office, which is located in the Emerson Student Center, exists to meet the needs of international students. Through a specially designed orientation program and ongoing contacts, the new international student is assisted in the process of adjustment to life at an American college. Special tours, workshops, host family programs, and social occasions are available to ensure that students can benefit fully from cross-cultural experiences. The International Student Advisor helps students with questions related to their immigration status.

The O Book

The O Book is the student's guide to Oglethorpe University. It contains thorough information on the history, customs, traditional events, and services of the University, as well as University regulations. It also contains the full texts of the Oglethorpe University Honor Code, the E-mail and Computer Use Policy and the Constitution and By-laws of the Oglethorpe Student Association. This handbook outlines the policies for recognition, membership eligibility, and leadership positions for campus student organizations and publications.

Awards

These awards are presented at Commencement or at Honors and Awards Convocation:

Donald C. Agnew Award for Distinguished Service: This award is presented annually by the Oglethorpe Student Association and is chosen by that body to honor the person who, in their opinion, has given distinguished service to the University. Dr. Agnew served as President of Oglethorpe University from 1957 to 1964.

Alpha Chi Award: This is an annual award made to the member of the sophomore class who best exemplifies the ideals of Alpha Chi in scholarship, leadership, character, and service.

Alpha Phi Omega Service Award: This award is presented by Alpha Phi Omega fraternity to the student, faculty, or staff member who best exemplifies the organization's three-fold purposes of leadership, friendship, and service.

Alpha Psi Omega Rookie Award: This award is presented annually to the outstanding new member of The Playmakers.

Art Awards of Merit: These are presented to students who have displayed excellence in photography, sculpture, painting and drawing.

Leo Bilancio Award: This award, created in memory of Professor Leo Bilancio, a member of the Oglethorpe history faculty from 1958 to 1989, was established by the Oglethorpe Student Association and is presented to a graduating senior who has been an outstanding student of history.

Eve Brown Award: This award is presented to the individual who demonstrates outstanding talent in production design for The Playmakers.

Wendell Brown Award: This award is presented to the individual who has done the most for The Playmakers during the year.

Mary Whiton Calkins and Margaret Floy Washburn Awards: Outstanding seniors majoring in psychology are honored with these awards.

Chiaroscuro Juried Art Show Awards: These awards are presented to the artists who submit the best drawings, sculpture, photographs, and paintings to the annual student art show sponsored by Chiaroscuro, a club that supports the arts on campus.

Coca-Cola Minority Achievement Award: This award is presented annually by The Coca-Cola Company to a minority student who is a rising senior and demonstrates strong academic performance, personal character, and personal motivation to serve and succeed.

Deans' Award for Outstanding Achievement: This award is presented annually to a campus club, organization, or society which, in the opinion of the Vice President for Student affairs and Community Life and the Provost, has contributed most to University life.

Financial Executives Institute Award: This award is presented annually by the Atlanta Chapter of The Financial Executives Institute to students who have demonstrated leadership, superior academic performance, and potential for success in business administration.

Georgia Society of Certified Public Accountants Certificate of Academic Excellence: This award is presented annually to the accounting major who has the highest overall grade-point average.

International Club Appreciation Award: This award is presented annually to the student who has contributed most significantly to the activities of the International Club.

Intramural Sports Awards: These awards are presented to the leading teams and individual athletes in men's and women's intramural competition.

Sidney Lanier Prize: This award is given yearly to the student, or students, submitting excellent poetry to campus publications.

LeConte Award: The most outstanding student graduating with a major in one of the natural sciences or mathematics, as determined by the faculty in the Division of Natural Sciences, is recognized with this award.

Leader in Action Award: The Leader in Action Award is presented to the student who best exemplifies the ideals of the Rich Foundation Urban Leadership Program.

Charles M. MacConnell Award: This award honors a former member of the faculty and is presented by the sophomore class to the senior who, in the judgment of the class, has participated in many phases of campus life without having received full recognition.

National Collegiate Band Awards: These awards are presented annually to students who have exhibited excellence in the performance of instrumental music.

The James Edward Oglethorpe Awards: Commonly called the "Oglethorpe Cups," these are presented annually to the man and woman in the graduating class who, in the opinion of the faculty, have excelled in both scholarship and service.

Oglethorpe Poet Laureate: This award was first instituted by Mrs. Idalee Vonk, wife of former President Paul Vonk, and is an honor that is bestowed upon a freshman, sophomore, or junior who presents the best written work to *The Tower* for competition.

Omicron Delta Kappa Freshman Award: This award is made by Omicron Delta Kappa to the student in the freshman class who most fully exemplifies the ideals of this organization.

Order of Omega Outstanding Sophomore Award: This award is presented by the Order of Omega, a national Greek honor society, to the sophomore who best exemplifies the principles of Greek life.

Outstanding Education Graduate Student Award: The outstanding education graduate student is honored with this award.

Outstanding Improvement in French Studies: This award honors the student who demonstrates excellence and dedication in French studies.

Outstanding Male and Female Varsity Athletes of the Year Award: These awards are made annually to the outstanding male and female students participating in varsity sports.

Outstanding Politics Senior Award: This award is given annually to the graduating senior who, in the judgment of the faculty, does the most sophisticated work in upper-level classes within the discipline.

Outstanding Sociology Senior Award: The outstanding senior majoring in sociology is honored with this award.

Outstanding Teacher Education Senior Award: This award is presented annually to a leading senior student in the field of education.

Patillo Leadership Award: The President of the University presents this prize to a graduating student who has excelled in leadership accomplishments.

Phi Beta Kappa Faculty Group Award: This award is presented by the faculty and staff members of Phi Beta Kappa to the graduating student who, in their judgment, has demonstrated outstanding scholarly qualities.

Phi Eta Sigma Freshman Scholarship Award: This award is presented annually to the full-time freshman student with the highest grade-point average by Phi Eta Sigma, a national scholastic honor society for freshmen.

Publications Awards: Notable contributors to *The Tower*, *The Stormy Petrel* and *The Yamacraw* are recognized with these awards.

Resident Assistant of the Year: This award is presented annually to an exemplary student who organizes outstanding educational and social programs for dormitory residents and builds a sense of community in the residence halls.

Student Education Association Award: Through the presentation of this award, members of this organization honor a student who has excelled in the field of teacher education.

Charles L. Towers, Sr. Award for Excellence: This award is presented annually to the outstanding student in the field of economics and business administration. The award honors the father of Charles L. Towers, a Trustee Emeritus of the University.

University Singers Awards: These awards are presented annually to students who have exhibited excellence in the performance of choral music.

Charles Longstreet Weltner Award: Sponsored by the Stormy Petrel Bar Association in honor of Chief Justice Charles L. Weltner '48, this award is presented annually to a student who demonstrates analytical and persuasive skills and an appreciation for the elements of civic leadership, as determined through a competitive essay and interview process.

Sally Hull Weltner Award for Scholarship: This award is presented to the student in the graduating class who has the highest grade-point average on work completed at Oglethorpe among the students graduating with academic honors.

Who's Who in American Colleges and Universities: This honor is given in recognition of the merit and accomplishments of students who are formally recommended by a committee of students, faculty, and administrators, and who meet the requirements of the publication *Who's Who Among Students in American Colleges and Universities*.

Academic Regulations and Policies



Academic Advising

Each student consults with a member of the faculty in preparing course schedules, discussing completion of degree requirements and post-graduation plans, and inquiring about any other academic matter. The student's advisor in the first year is the instructor of the Fresh Focus section, which the student has selected prior to initial enrollment. The faculty advisor is each student's primary point of contact with the University.

To change advisors a student must complete the following procedural steps:

1. Ask the proposed "new" faculty advisor for permission to be added to the faculty member's advisee list.
2. Ask the current advisor to send the student file to the faculty member who has agreed to be the student's new advisor.
3. Ascertain that the new advisor has received the file and has sent an Advisor Change notice to the Registrar's Office.

This is the only method for changing academic advisors.

When the student decides on a major field, he or she should change advisors, if necessary, to a faculty member who has teaching responsibilities in the student's major field.

Registration

New students select courses in consultation with their faculty advisor. Schedule planning and course selection for following semesters are accomplished during preregistration week. Students should make appointments to consult with their academic advisors during preregistration. Full-time students wishing to participate in the Atlanta Regional Consortium for Higher Education Cross Registration program (see Cross Registration below) also should select courses during the preregistration week of the fall and spring semesters. Summer schedules also can be planned during preregistration week in the spring semester.

The official registration period precedes the first day of classes. Every student must complete the various steps of the registration process during this period. Those who have preregistered pick up a copy of their course schedule at the first station of registration and thereby bypass the station at which proposed course schedules are computer-processed by Registrar's Office personnel. Preregistered students must complete all other stations.

Cross Registration

Oglethorpe University is a member of the Atlanta Regional Consortium for Higher Education, a consortium of the 20 institutions of higher education in the greater Atlanta area. Through the Consortium, full-time Oglethorpe students may enroll on a space-available basis in courses at any other member institution. The student need not be admitted to the other institution and completes all procedures, including payment of tuition, at Oglethorpe. Because of institutional deadlines, students should complete forms for cross registration during Oglethorpe's designated preregistration week.

Courses taken at Consortium institutions on a cross-registration basis count as

Oglethorpe courses for residence requirements. While grades earned through consortium courses are not tabulated in grade-point averages, courses with grades of "C" or higher count toward graduation requirements.

Interested students should consult the Registrar for program details.

Drop and Add

Students who find it necessary to change their schedule by dropping or adding courses must do so by completing a Drop/Add form from the Registrar's Office. This form must be returned to the Registrar's Office during the Drop/Add period as printed in the semester class schedule.

Withdrawal from a Course

From the conclusion of the Drop/Add period through midsemester or the middle of a summer session, changes in schedule constitute a withdrawal. The academic advisor, the instructor, and the Office of Financial Aid must approve withdrawals on the appropriate form from the Registrar's Office. The instructor may issue one of the following grades: Withdrew Passing (W) or Withdrew Failing (WF).

After midsemester the grade "WF" is assigned. Only in the case of prolonged illness (a physician's letter must be submitted directly to the Registrar's Office) will a "W" be assigned.

Students should note that any change of academic schedule is not official until it is filed in the Registrar's Office. The date the change is received in the Registrar's Office will be the official date for the change.

If a student misses six consecutive class days in any course, the instructor will notify the Registrar's Office and it will be assumed that the student has unofficially withdrawn from the course. This does not eliminate the student's responsibility stated above concerning official procedure for withdrawal. The student may receive the grade of "W," "WF," or "FA" - failure due to excessive absences.

Please see Institutional Refund Policy in the Tuition and Costs section of this *Bulletin*.

Withdrawal from the University

Students who must withdraw from the University during a semester are required to complete the appropriate withdrawal form, which is available in the Registrar's Office. The instructors, depending upon the student's academic progress in those courses will assign the grade "W" or "WF"; the Office of Financial Aid must also sign approval. The date the completed withdrawal form is submitted to the Registrar will be the official date for withdrawal.

In the case of an emergency departure from the campus for which withdrawal forms have not been executed, the Registrar's Office may verify that the student has left campus as a result of an emergency and notify instructors. Instructors may elect to assign a "W" in such a case even if it occurs after midsemester or midsession.

Class Attendance

Regular attendance at class sessions, laboratories, examinations, and official University convocations is an obligation which all students are expected to fulfill.

Faculty members set attendance policies in their course syllabi.

Grading

Faculty members submit mid-semester reports to the Registrar's Office on class rolls indicating Satisfactory or Unsatisfactory (S or U). These mid-semester reports are not part of the student's permanent record.

Faculty members submit letter grades at the end of each semester. These grades become part of the student's official record. Once entered, a grade may not be changed except by means of an officially executed Change of Grade form.

A student's cumulative grade-point average (GPA) is calculated by dividing the number of semester hours of work the student has attempted at Oglethorpe into the total number of quality points earned.

The letter grades used at Oglethorpe are defined as follows:

Grade	Meaning	Quality Points	Numerical Equivalent
A	Superior	4.0	93-100
A-		3.7	90-92
B+		3.3	87-89
B		3.0	83-86
B-	Good	2.7	80-82
C+		2.3	77-79
C		2.0	73-76
C-		1.7	70-72
D+	Satisfactory	1.3	67-69
D		1.0	60-66
F		0.0	59 and below
FA	Failure: Excessive Absences*	0	
W	Withdrew**	0	
WF	Withdrew Failing*	0	
I	Incomplete***	0	
S	Satisfactory****	0	70 or higher
U	Unsatisfactory*	0	
AU	Audit (no credit)	0	

Notes: * - Grade has same effect as an "F" on the GPA.
 ** - Grade has no effect on the GPA; no credit awarded.
 *** - Grade has same effect as an "F" on the GPA. If a student is unable to complete the work for a course on time for reasons of health, family tragedy, or other circumstances the instructor deems appropriate, the grade "I" may be assigned. In such cases, the instructor and student shall draw up a contract indicating specifically

the work the student must complete as well as a date by which the work will be submitted, and the grade which will be given if the student fails to complete that work. After the student has read and signed the contract, it shall be filed with the Registrar at the time the class roll with grades is submitted.

**** – Grade has no effect on the GPA; credit is awarded.

Only work completed at Oglethorpe is reflected in the Oglethorpe GPA.

Repetition of Courses

Courses may be repeated only if an unsatisfactory grade (“D,” “F,” “FA,” or “WF”) was received in the course. When a course is repeated, both grades are calculated into the student’s grade-point average, but no additional semester hours of credit are earned.

Satisfactory/Unsatisfactory Option

After 32 semester hours are earned at Oglethorpe a student in good academic standing may register to take two courses (in addition to internships and Science Seminar) on a Satisfactory/Unsatisfactory basis. These courses cannot be taken in the same semester and cannot be used to satisfy proficiency requirements, core requirements, or the student’s major or minor. The student must register for the Satisfactory/Unsatisfactory designation by the end of the Drop/Add period after which the Satisfactory/Unsatisfactory designation cannot be changed. Satisfactory is defined as a “C-” or better.

Final Examinations

Final examinations, up to four hours in length, generally are given in courses at the end of each semester or session. The Final Examination Schedule is made up in the Registrar’s Office and is printed in each semester’s Schedule of Classes. (Final examinations in the summer are held on the last day of each session.) Final examinations must be given at the assigned date and time.

No final examinations may be administered during the last scheduled class meeting of the semester or during the reading period prior to the first day of scheduled final examinations. If special arrangements are needed for individual students, faculty members must inform their Division Chair. (Regular course tests may not be given on the last day of classes or be scheduled on the reading day.)

No student help is to be used for typing or grading examinations.

Good Academic Standing, Probation, and Academic Dismissal

To be in good academic standing students must achieve the cumulative grade-point averages specified below in relation to the number of semester hours they have completed.

Semester Hours Completed	Cumulative GPA Required for Good Standing
0-35	1.50
36-64	1.75
65 and above	2.00

Students who fail to achieve good standing are placed on probation.

Students who do not achieve good standing for two consecutive semesters (poor performance in summer sessions excluded) are subject to dismissal from the University for academic reasons. However, successful completion of summer classes taken at Oglethorpe may be used to achieve good academic standing.

New students, freshmen, or transfer students who fail all courses during their first semester at Oglethorpe are subject to dismissal, unless the student received a "W" in all courses or had to withdraw from all courses for medical reasons.

Students who have been dismissed for academic reasons may be readmitted after an absence of one spring or fall semester upon petition to the Provost. Students readmitted by petition must achieve good standing by the end of their second semester as readmitted students or be subject to permanent dismissal.

Grade Appeal Policy

If a student believes that a course grade has been assigned in a capricious or prejudicial manner, he or she may appeal the grade through the following steps.

1. The student submits a written appeal to the instructor clearly stating the reasons for believing that the grade was assigned in a capricious or prejudicial manner.
2. The instructor changes the grade or replies in writing, explaining why the extant grade is appropriate.
3. If the student is not satisfied with the explanation, he or she may submit the written appeal and response to the appropriate Division Chair, who asks two faculty members with suitable experience in appropriate disciplines to serve with the Division Chair as a ruling committee. If the instructor is a Division Chair, the senior faculty member in the Division will serve in place of the Chair. The ruling committee receives all written materials relevant to the case and may request additional information. If the ruling committee rules in favor of the instructor, written notification is given both to the instructor and to the student and there is no further appeal. If the committee rules in favor of the student, the Chair advises the instructor to reconsider the grade. If the instructor refuses to change the grade, the ruling committee may submit a written recommendation for a grade change to the Provost, whose final decision will be based on a review of the materials that have been submitted and the process that has been followed.

The entire process must be initiated within 30 days of the first day of classes in the semester immediately following the assignment of the grade and must be completed by the end of that semester.

Auditing Courses

Regularly admitted Oglethorpe students may register for courses on an “audit” basis. A student who audits a course may attend it for enrichment but is not required to take course examinations or complete other course requirements. In order to audit a course, an admitted student must request an Audit form from the Registrar’s Office and submit it to the instructor of the course he or she intends to audit. If the class is not closed, the instructor may accept the student as an audit by returning the signed form to the Registrar’s Office. The grade awarded for a class taken on an audit basis is “AU,” and no credits or quality points are earned.

Students may register to take courses on an audit basis only during the normal time for dropping and adding courses. The fees for auditing courses are published by the Business Office.

Dean’s List

Students who earn a semester grade-point average of 3.5 or higher carrying 12 semester hours or more during the fall or spring semester are placed on the Dean’s Academic Honors List.

Mathematics Proficiency Requirement

Each student must satisfy the Mathematics Proficiency Requirement. This requirement may be satisfied in any one of the following ways:

1. Completion of a year of calculus in high school with a grade of C- or better
2. Satisfactory performance on the mathematics proficiency examination
3. Completion of MAT 103 Analytic Geometry with a grade of “C-” or higher
4. College transfer work in Analytic Geometry, Trigonometry, or PreCalculus with a grade of “C-” or higher

When the Mathematics Proficiency Requirement has been satisfied, a notation to this effect will appear on the student’s transcript.

The mathematics proficiency examination is administered to entering students during the University’s Make the Connection weekends and immediately prior to both fall and spring registrations.

Graduation Requirements

To earn a baccalaureate degree from the University the following requirements must be met:

1. Completion of a minimum of 128 semester hours and a cumulative grade-point average of 2.0 or higher on Oglethorpe course work. No more than four semester hours earned in Seminar for Student Tutors or Team Teaching for Critical Thinking are permitted to count toward the 128-semester hour requirement. (Students who entered prior to fall 1998 must have completed a minimum of 120 semester hours.)

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2. Completion at Oglethorpe of 32 of the last 64 semester hours of course credit immediately preceding graduation. Courses taken at University Center institutions on a cross-registration basis count as Oglethorpe courses for the purpose of meeting this residency requirement.
 3. Satisfaction of core requirements and major field or dual degree requirements (see appropriate disciplinary headings for descriptions).
 4. Satisfaction of the Mathematics Proficiency Requirement.
 5. Submission of an application for graduation to the Registrar's Office by mid-October prior to completion of degree requirements the following December, May, or August.
 6. Satisfaction of all financial and other obligations to the University and payment of a degree completion fee.
 7. Participation in assessments of competencies gained and curricular effectiveness by completing standardized or other tests and surveys.
 8. Formal faculty approval for graduation.

Graduation Exercises

Graduation exercises are held once a year at the close of the spring semester in May. Diplomas are awarded at the close of the spring semester during commencement and at the close of the summer session. Students completing requirements at the end of summer or at the end of fall are encouraged to participate in the spring graduation exercises.

Degrees with Latin Academic Honors

Undergraduate degrees with Latin academic honors are awarded as follows: *cum laude* for a cumulative grade-point average of 3.5 or higher; *magna cum laude* for 3.7 or higher; and *summa cum laude* for 3.9 or higher. To be eligible for Latin academic honors, students entering fall 1998 or thereafter must have completed 68 or more semester hours in residence at Oglethorpe. Students entering prior to fall 1998 must have completed 65 semester hours in residence at Oglethorpe to be considered for Latin academic honors.

Transfer work is not included in the determination for Latin academic honors.

Degrees with Honors Thesis

Please see the Honors Program in the Educational Enrichment section of this *Bulletin*.

Double Major Policy

A student may earn a double major subject to the following conditions:

1. The student must meet all requirements of both majors.
2. The student may count no more than three of the courses taken to meet the major requirements of one of the fields toward meeting the major requirements of the other field.

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3. The transcript will list both majors. In case both majors result in the same degree, that degree will be awarded.
 4. In case the two majors result in different degrees, the student will receive only one degree, that being the student's choice of the two degree designations.

Earning a Second Add-On Major

Students who have been awarded an Oglethorpe baccalaureate degree may return to earn a second major within that degree at the University. Upon completion of the requirements, the second major will be entered on the student's record and transcript. No diploma will be awarded when the second major is within the degree already awarded. The requirements are:

1. Completion of an additional 32 semester hours of which a minimum of 16 must be completed at Oglethorpe.
2. Maintenance of a 2.0 or higher cumulative grade-point average.
3. Completion of a major other than the major(s) completed at the time the first degree was awarded, subject to the first two conditions listed above under the Double Major Policy.

Earning a Second Baccalaureate Degree

Students who have completed a baccalaureate degree may be awarded a second and different baccalaureate degree. Upon completion of the requirements, the student's record and transcript will reflect the conferring of a second degree and a diploma will be awarded.

For students who earned their first baccalaureate degree at Oglethorpe, the same requirements listed above under Earning a Second Add-On Major apply.

For students who have earned their first baccalaureate degree at another institution, this degree is treated as transfer credit. Up to a maximum of 80 semester hours may be accepted at Oglethorpe. The requirements for the second degree are:

1. Satisfaction of Oglethorpe core requirements.
2. Completion of a minimum of 48 semester hours at Oglethorpe.
3. Maintenance of a 2.0 or higher cumulative grade-point average.
4. Completion of a major other than the major(s) completed at the time the first degree was awarded.

All transfer policies stated in the section of this *Bulletin* entitled Transfer Students and Transfer Policies apply.

Student Classification

For administrative and other official and extra-official purposes, undergraduate students are classified according to the number of semester hours successfully completed. Classification is as follows: 0 to 32 hours – freshman; 33 to 64 hours – sophomore; 65 to 96 hours – junior; 97 hours and above – senior.

Normal Academic Load

Two semesters – fall and spring – constitute the regular academic year. Several sessions also are offered in the summer.

While courses of one to four semester hours credit are offered each semester, a full-time academic program at Oglethorpe consists of no less than three regular four-semester hour courses each semester or a minimum of 12 semester hours. Generally four courses are taken, giving the student a total of 16 semester hours, with a maximum of 18 hours allowed as part of the regular full-time program. This includes any cross-registered courses.

An overload of 19-20 semester hours is allowed for students with 1) junior standing and 2) a minimum grade-point average of 3.5, unless the overload is due to internship hours, otherwise a 3.0 grade-point average. A request form may be obtained from the Registrar's Office and requires signed approval by the student's advisor and the Provost.

During the summer a student will be permitted to take no more than eight hours in any 5-week session (nine hours if one of the courses is a 5-hour laboratory science course). Thus, a student will be limited to a maximum of two 4-hour courses, plus one hour of Applied Instruction in Music, in a 5-week session. Or, to a maximum of one 4-hour course in a 5-week session while simultaneously enrolled in a maximum of two 3-hour courses in an 8-week session. The student should be cautioned that these maximum limits represent course loads that are approximately fifty percent greater than the ceiling of 18 hours during the regular academic year. Successful completion of such a load will require a correspondingly greater effort on the part of the student.

Completion of a minimum of 128 semester hours (or equivalent for transfer students) is required for graduation. No more than four semester hours earned in Seminar for Student Tutors or Team Teaching for Critical Thinking are permitted to count toward the 128-semester hour requirement. See Graduation Requirements above for additional graduation criteria. Some programs may require additional credit for students entering fall 1998 or thereafter.

Course Level

In the Programs of Study section of this *Bulletin*, disciplines and majors are listed alphabetically. Respective courses under each are designated by a prefix that identifies the discipline and a three-digit number. The first digit indicates the level of the course: 1 = freshman level, 2 = sophomore level, 3 = junior level, and 4 = senior level. (A 5 or 6 typically denotes a graduate-level course.) Higher-level courses in a discipline are typically designed to build upon the content of lower-level courses in that discipline and other specified prerequisite courses.

The number of hours refers to the semester hours of college credit per semester, which are earned by the successful completion of the course.

Access to Student Records

To comply with the Family Educational and Privacy Act of 1974, commonly called the Buckley Amendment, Oglethorpe University informs students of their rights under this act in the student handbook, *The O Book*. Three basic rights are covered by this act: 1) The student's right to have access to personal records, 2) the right of a hearing to challenge the content of a record, and 3) the right to withhold or give consent for the release of identifying directory data. Additional information may be obtained from *The O Book* and from the Registrar.

Oglethorpe Honor Code

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The Honor Code contains the responsibilities we accept by becoming members of the community.

The students and faculty of Oglethorpe University expect each other to be truthful in the academic endeavor they share. Faculty assume students complete work honestly and act toward them in ways consistent with that assumption.

Oglethorpe welcomes all admitted students who accept our principles of honest behavior. We believe that this Code will enrich our years at the University and allow us to begin practicing the honorable, self-governed lives expected of society's leaders.

Students pledge that they have completed assignments honestly by attaching the following statement to each test, paper, overnight work, in-class essay, or other work designated by professors:

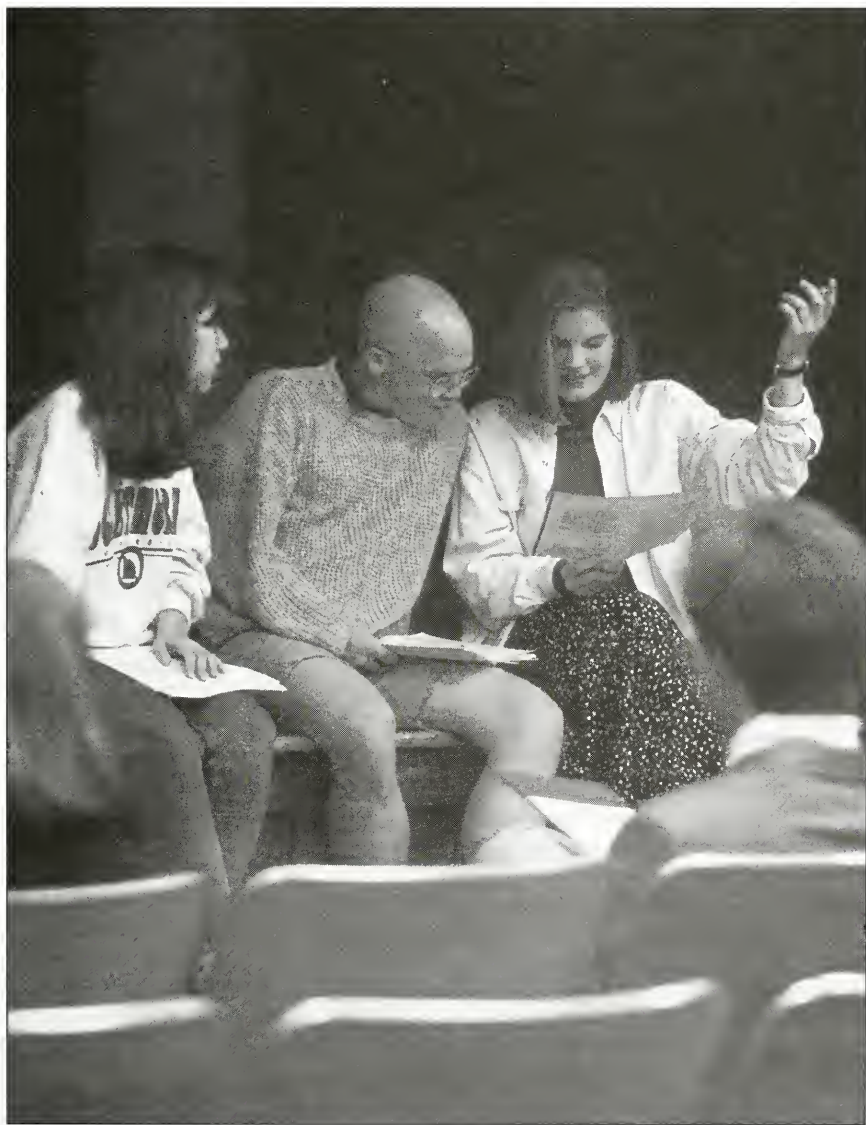
I pledge that I have neither given nor received any
unauthorized aid on this assignment.

Signed _____

It will be the responsibility of the student to provide these pledges by either attaching them on a separate sheet or typing them as part of the assignment. The instructor also should remind the class to sign the pledge. The pledge serves as an affirmation of the student's and the instructor's belief in the principles of the Honor Code. Assigned work should not be considered complete without the pledge.

Since it is assumed that students act according to their pledge, faculty abstain from any practices whose purpose is to ascertain that students have been dishonest unless there is a compelling reason to believe that cheating has taken place. Instructors should invite their own students to discuss with them actions or policies that appear to be at variance with the assumption of honesty.

Educational Enrichment



First-Year Experience

Oglethorpe University's faculty and community life staff work together to coordinate academic offerings and student services in order to create a first-year experience that is welcoming, supportive, and challenging. This integrated program is committed to encouraging first-year students to succeed.

Major features of this first-year experience include the course Fresh Focus, the freshman advising program, a two-semester core course in humanities, programs in the residence halls, the tutoring services of the Academic Resource Center, and a coordinated intervention process for assisting students in trouble.

FOC 101. Fresh Focus 1 hour

This class, required for all entering first-year students, is a small group activity also involving selected upper-class mentors and faculty. Students select a class from among numerous topics with experiential and interactive as well as academic features. The faculty instructor serves as the student's academic advisor during the first year. The first meeting of each group is during new student orientation, and continues thereafter twice weekly for the first half of the semester to pursue their chosen topic and share related experiences. During the same period new students will also attend occasional workshops on aspects of leadership, health and wellness, careers, skills for academic success, and open houses in the academic divisions. Graded on a satisfactory/unsatisfactory basis.

FOC 201. Team Teaching for Critical Thinking 1 hour

Upper-class student mentors assist faculty instructors in planning and teaching the special topics sessions of Fresh Focus or other freshman-level courses. They participate in training meetings prior to the beginning of the course, communicate with entering freshmen over the summer, attend all classes in their Fresh Focus section, and assist with the advising of freshmen throughout their first year. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Permission of the instructor.

Sophomore Choices

Students in their second, third, and fourth semesters of college are encouraged to participate in Sophomore Choices. This seminar is designed to introduce students to a model for career decision making that is useful throughout life. Informational interviewing and visits to Atlanta workplaces allow students to learn about particular occupations or career fields of interest and to begin to make career connections in the community. These experiences may help students as they select courses, majors and minors, and internships.

CHO 101. Sophomore Choices 1 hour

During this six-week career exploration seminar, students complete interest and personality assessments, learn how to find information about different careers, and develop interviewing, networking, and résumé-writing skills. Students are then individually placed in short-term externships in the Atlanta area. Graded on a satisfactory/unsatisfactory basis.

Academic Resource Center - Tutoring

The Academic Resource Center provides group and individual tutoring and other academic activities for all students, free of charge. The ARC services include helping students to prepare for papers and examinations, as well as arranging enriching group study and research for students who are already doing well in core classes and other courses. The student tutors work closely with the faculty teaching the classes in which they are tutoring, meeting regularly to plan and provide individual and small-group help for students who need it, and to increase interactive and collaborative educational experiences both in and outside Oglethorpe's classrooms.

ARC 201. Seminar for Student Tutors 1 hour

Peer tutors at the Academic Resource Center spend two hours per week assisting other students, individually or in groups, with course material, papers, and preparation for examinations. In addition, they participate one hour a week in support and training meetings with the ARC directors and with instructors of the courses in which they tutor. They discuss how to work with texts in different disciplines, encourage study group members to help each other learn, and foster student engagement with and assimilate course content. Prerequisite: Permission of the instructor or Writing Tutor Coordinator.

Learning Disabilities Resource Center

The Learning Disabilities Resource Center program provides support at no additional cost for students with learning disabilities, attention deficits, and other learning differences. Professional documentation of disability is required for services and is the responsibility of the student. Qualified students are provided with appropriate modifications of regular academic class work.

The Learning Disabilities (LD) Resource Coordinator's office is located in Goodman Hall. Services provided include priority and individual assistance in registration, assistance with organization of time and subject matter, and assistance with applications and qualifying tests for graduate programs of study. The Coordinator acts as liaison and referral between the LD student and faculty members, Academic Resource Center tutors, and other campus organizations and services. This program is provided to ensure that all students may participate fully in the Oglethorpe experience.

Career Services

The Career Services Office provides resources to assist students in making responsible decisions and strategies regarding career options and job search plans. These resources include a Career Library with information available from books, a computer, and videotapes on occupations, the job search, and prospective employers. SIGI PLUS, a computer-assisted career guidance program, and other job search programs are available by appointment to explore options and employers that match individual career interests. Workshops on résumé writing, interviewing and job search techniques are presented each semester to prepare students for the workplace.

In addition, a number of prospective employers send recruiters to the campus each year for the purpose of conducting on-campus interviews. Current information on permanent, summer, and part-time job opportunities is made available to students and alumni on a job board. Résumé referrals to employers are made for those students who register for the service through www.jobtrak.com.

Experiential Education

Oglethorpe University strives to provide valuable learning experiences outside of the traditional classroom setting. The Office of Experiential Education offers three primary programs: Atlanta in the Classroom, Atlanta Exploration Week, and Internships. A variety of additional services, including community service opportunities, and career-related programs are also available.

Atlanta in the Classroom utilizes local resources to enhance Oglethorpe's traditional academic courses. These courses might include guest speakers, site visits, internships, volunteer work, or off-campus research. The result? Classroom experiences are enhanced and Oglethorpe's liberal education is brought to life.

Atlanta Exploration Week is a week-long, non-credit program that occurs each January prior to the start of the spring semester. In small seminars, students discuss topics of interest and visit related Atlanta-area organizations. This free program allows students to work closely with faculty and student colleagues, provides an outlet for continued research in a particular discipline, and helps students make valuable contacts in their field. Students choose one of five mini-courses, the topics of which change each year. Interested students should contact the Office of Experiential Education in the fall semester to register.

Internships provide practical experience to complement the academic program, as well as give students the opportunity to solidify career decisions and gain work experience in their fields of interest. More than half of college students nationwide complete internships, making the experience an essential credential for competition in the current job market.

Internships are available in a large variety of local businesses and organizations representing most academic majors and potential career fields. Oglethorpe students have recently completed internships at The Carter Center, CNN, Georgia Pacific, Atlanta Magazine, Zoo Atlanta, the Atlanta History Center, and the Georgia State Legislature, to name only a few. In addition to these Atlanta-based internships, Oglethorpe maintains resources and affiliations for nationwide opportunities, such as the Washington Center in DC.

Internships are available in most majors for students who: 1) demonstrate a clear understanding of goals they wish to accomplish in the experience and 2) possess the necessary academic and personal background to accomplish these goals. Sophomores, juniors, and seniors with a minimum grade-point average of 2.8 qualify to apply for internships. Transfer students must complete one semester at Oglethorpe prior to participation. Every internship requires a statement of objectives and academic requirements developed in consultation with the student's internship faculty supervisor. Upon successful completion of the internship, the student is awarded academic credit in recognition of the learning value of the experience. Students may apply a maximum of 16 semester hours of internship credit toward their degree, with approval from their academic advisor and the

Experiential Education Committee. Students desiring academic credit must register for the internship before the end of the Drop/Add period of the semester in question. Non-credit internships may begin at any time and can be arranged through the Office of Experiential Education.

Students who are interested in an internship should first consult with their faculty advisor and then visit the Office of Experiential Education in Goodman Hall.

Honors Program

All students at Oglethorpe University are encouraged to attain academic and personal excellence. The University offers an Honors Program for those students who demonstrate the potential to do exceptional scholarly work and who desire to further their academic experience at Oglethorpe. The program focuses on the practice of scholarship, both in breadth and in depth, and emphasizes effective communication of the results of that scholarly activity both to persons within the field and outside it. The Honors Program also is intended to foster increased interaction between students and faculty with diverse interests but similar dedication to academic excellence.

Academic honors earned through the Honors Program are recognized at commencement exercises, on the student's diploma, and on the student's transcript of grades.

To meet the goals of the Honors Program, a seven-semester program is organized in two phases as indicated in the table below.

SCHEDULE FOR HONORS PROGRAM

YEAR	FALL SEMESTER	SPRING SEMESTER
Freshman	Recruitment/Application. Social activities. Informational activities.	Seminar led by two faculty from disparate disciplines. Graded A-F. HON 201. Honors Seminar 1 hour
Sophomore	Seminar led by two faculty from disparate disciplines. Graded A-F. HON 201. Honors Seminar..1 hour	Seminar led by two faculty from disparate disciplines. Graded A-F. HON 201. Honors Seminar.....1 hour
Junior	Development of Honors Project prospectus and reading list. Initial reading. Attend research skills sessions. Graded U/S. HON 301. Honors I.....1 hour	Refinement of prospectus. Honors Project Research. Prospectus must be approved by select faculty to continue. Graded U/S. HON 302. Honors II.....1 hour
Senior	Project research and preparation of initial draft of thesis. Critique by reading committee. Graded A-F. HON 401. Honors III.... 4 hours	Preparation of final draft of thesis. Defense. Presentation of Honors work. HON 402. Honors IV.....0 hours

Each fall semester informational programs are held to acquaint prospective participants with the features and requirements of the Honors Program. Interested students should then apply for admission to the program. A grade-point average of 3.3 is required to participate in the first seminar. A grade-point average of 3.3 must

be maintained to continue in the Honors Program. Students may apply for admission to the program at any time prior to the fall semester of the junior year.

The first phase of the program, intended to be taken in the freshman and sophomore years, consists of a minimum of two 1-semester hour seminars (HON 201), each of which considers a topic which might take the form of a proposition, question, problem, text, period of time, etc. Seminars have included: Self Reference – Artificial Intelligence, Literature and Society, Science and Postmodernism, Moderns Confront the Classics: Hobbes and Thucydides, Evolutionary Psychology, Creativity, Politics and Theatre, An Intimate History of Humanity, and Gender and Discourse. Two faculty members from disparate disciplines direct each of these seminars. The interdisciplinary makeup of the seminar participants will be exploited to investigate the seminar topic from many perspectives. Students are expected, encouraged, and enabled to take the lead in the seminars. Students carry out research relevant to the topic, write extensively in connection with the seminar, and make frequent presentations of their findings to the seminar. This phase focuses on scholarship in breadth and communication to persons whose interests may be outside one's own area of interest and expertise. Students practice and refine many of the skills and techniques necessary for the second phase of the Honors Program. Note that students who elect to enter the Honors Program later in their careers must still take these two seminars at some point.

The second phase of the Honors Program, in the junior and senior years, focuses on scholarship in depth and the effective communication of the results of that scholarship to persons in the field of study, as well as those outside it. During the fall semester of the junior year, the student secures a thesis supervisor and enrolls in HON 301. Honors I. The student must have a 3.3 overall grade-point average and a 3.5 grade-point average in the field in which the thesis work is to be undertaken. During this semester the student, with the aid of the faculty supervisor, selects, refines, and begins to research a suitable thesis topic. The student develops a preliminary prospectus of the honors project along with any appropriate reading lists, etc. The student also attends a series of research skills sessions. Honors I carries credit of 1-semester hour graded on a satisfactory/unsatisfactory basis, with the grade to be determined by the Honors Program Director in consultation with the faculty supervisor. Satisfactory completion of Honors I is required to continue the program.

In the spring of the junior year the student enrolls in HON 302. Honors II, a 1-semester hour credit course, graded on a satisfactory/unsatisfactory basis, in which the honors project is further refined and researched. Successful completion of Honors II requires the student to submit the Honors Project prospectus and related materials to a group of faculty members who will assess the student's preparedness to complete the project. Upon successful completion of Honors II, the student enrolls in HON 401. Honors III during the fall semester of the senior year. This is a 4 semester hour credit course in which research of the thesis topic is to be completed. A first draft of the thesis must be submitted to the student's reading committee by the end of this semester. The reading committee provides the student with feedback, including recommended revisions. The faculty supervisor in consultation with the reading committee and the Honors Program Director determines a letter grade. A minimum grade of "C" is required to enroll in HON 402. Honors IV. A grade of "I" will not be acceptable for continuation to the last semester of the program.

After successful completion of Honors III, the student enrolls in HON 402. Honors IV, a required course which carries no academic credit, during the spring semester of the senior year. During this semester the student makes any necessary revisions in producing a final draft of the thesis which will be submitted to the reading committee. The student also makes an appropriate presentation of the honors work to a seminar, class, or meeting of an academic organization, etc. Students are encouraged to submit their theses to appropriate competitions or for publication. The final draft of the thesis is presented to the reading committee at least one week prior to the end of classes. At the reading committee's discretion the student may be asked to make a formal defense of the thesis. The faculty supervisor, in consultation with the reading committee and the Honors Program Director, determines whether Honors is to be awarded by the first day of the final examination period.

HON 201. Honors Seminar 1 hour

This seminar, led by faculty members from two disparate disciplines, will consider a question, problem, proposition, text, period of time, project, etc. The focus of the seminar will be student research, writing, and presentation. An interdisciplinary approach will be emphasized. Seminars have included: Self Reference – Artificial Intelligence, Literature and Society, Science and Postmodernism, Moderns Confront the Classics: Hobbes and Thucydides, Evolutionary Psychology, Creativity, Politics and Theatre, An Intimate History of Humanity, and Gender and Discourse. Graded with a letter grade “A-F.” Prerequisite: Application and admission into the Honors Program.

HON 301. Honors I 1 hour

In this course, with the aid of a faculty supervisor, the student selects and begins to research a thesis topic. A preliminary prospectus is developed along with a reading list. The student attends a series of research skills sessions. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the Honors Program Director, permission of the faculty supervisor, a 3.3 overall grade-point average, and a 3.5 grade-point average in the field in which the honors research is to be done.

HON 302. Honors II 1 hour

In this course the student continues to research in order to refine the prospectus of the honors project. The prospectus and related materials are submitted to a select group of faculty who must approve the student's preparedness to continue the program. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Satisfactory grade in HON 301.

HON 401. Honors III 4 hours

Under continued direction of the faculty supervisor, research of the thesis topic is completed in this course. Preparation of a first draft is submitted to the student's reading committee. Graded with a letter grade “A-F.” Prerequisite: Satisfactory grade in HON 302.

HON 402. Honors IV 0 hours

Revisions are made and a final draft of the thesis is submitted to the student's reading committee. A formal defense of the thesis may be scheduled. An appro-

prate oral presentation of the honors work also will be required in an academic setting. Prerequisite: Minimum grade of "C" in HON 401. Grade of "I" for HON 401 is not acceptable.

International Exchange Partnerships/ Study Abroad

Oglethorpe University has long recognized the importance of fostering international understanding among its students and faculty. Oglethorpe's commitment to internationalism, to the promotion of international understanding, and to the creation of an international environment on campus has been greatly enhanced in recent years by a series of international exchange agreements with partner institutions in other countries. These have blossomed into a growing global network of contact between the students and faculty of Oglethorpe University and participating institutions in Europe, Asia, and South America.

With agreements for international partnership in place, and with other arrangements on the horizon, Oglethorpe has developed the beginning of an entire network of personalized relationships with partners. In 1988, which saw the University's first partnership with an institution abroad, there began a propitious year for international understanding on the Oglethorpe campus. The opportunity for Oglethorpe students to study abroad with their peers in other countries and to meet students from these sister institutions on the Oglethorpe campus has added a new dimension to the curriculum and life of the University.

Partner Institutions

Argentina	Buenos Aires	Universidad de Belgrano
	Buenos Aires	Universidad del Salvador
Ecuador	Quito	Universidad San Francisco de Quito
France	Verdun	Lycée J.A. Margueritte
	Lille	Université Catholique de Lille
Germany	Dortmund	Universit�t Dortmund
Japan	Tokyo	Seigakuin University
Mexico	Guadalajara	Instituto Tecnol�gico y de Estudios Superiores de Occidente
Monaco		University of Southern Europe
Netherlands	The Hague	Haagse Hogeschool
Russia	Moscow	Moscow State Linguistic University of Russia

In addition, Oglethorpe students may study abroad at a recognized, accredited university or through a program sponsored by an American college or university which awards credit from the home institution. Oglethorpe advisors who specialize in the international studies field can acquaint students with programs at these institutions and with a wide variety of additional overseas study abroad programs.

Students who wish to apply for financial assistance should contact Oglethorpe's Director of Financial Aid early in the pursuit of a study abroad program in order to determine available funds for such an experience.

For additional information contact the Coordinator for International Studies, Oglethorpe University, 4484 Peachtree Road N.E., Atlanta, Georgia 30319-2797.

Rich Foundation Urban Leadership Program

Oglethorpe University's Rich Foundation Urban Leadership Program challenges students to develop their leadership ability throughout their college years, and awards the Certificate of Urban Leadership at graduation. Through a balance of academic courses, workshops, and various on- and off-campus experiences, it prepares graduates to meet the challenges of responsible citizenship in local, national and international communities. Students gain a broad understanding of leadership concepts, theories, and applications. They are encouraged to consider their education in light of the demands of leadership in their own lives as well as in their communities.

The program takes full advantage of the extraordinary resources of the Atlanta metropolitan area. A major economic force in the Southeast, Atlanta is rich with exceptional learning opportunities in the realms of politics, business, the arts, information technology, entertainment, and community service. Few selective universities are able to combine a rigorous liberal arts education with the resources and opportunities of a world-class city.

The following curriculum encompasses the four required courses designed specifically for the Rich Foundation Urban Leadership Program

INT 303. The New American City 4 hours

The purpose of this course is to examine the problems and prospects of politics and policymaking in the new American city and its environs. Consideration will be given to the political and sociological significance of a number of the factors that characterize this new development, including extremes of wealth and poverty, the mix of racial and ethnic groups, and the opportunities and challenges provided by progress in transportation and technology. Offered annually.

INT 304. Community Issues Forum: Principles into Practice 4 hours

This course is taught as a weekly evening seminar focusing on a particular community issue and accompanied by an issue-related, off-campus internship. Together with community leaders, alumni, and faculty, students analyze issues confronting stakeholders, collaborate on solutions, and present findings derived from their internship assignments. Students have interned with the state legislature, local and state chambers of commerce, community food banks, arts organizations, corporations, non-profit organizations, and a number of other community groups. Topics covered in previous years include: education, transportation, health care, and the environment. Prerequisite: Permission of the instructor.

BUS 495. Special Topics in Business Administration: Insights into Great Leaders in Action - Biographical Analysis 4 hours

This interdisciplinary course examines the lives and accomplishments of great leaders, and is an excellent introduction to the required course work of the Program. Students investigate leadership as one of the central challenges to building and sustaining organizations, institutions, and nations. They probe competing theories of leadership and evaluate and discuss the experiences and effectiveness

of great leaders through an in-depth analysis of the biography of each student's choice. In addition, students are asked to reflect upon their own leadership potential. Prerequisite: Permission of the instructor.

Urban Leadership Elective 4 hours

With the approval of the Rich Foundation Urban Leadership Program Director and the academic advisor, the student selects an appropriate course to satisfy the fourth course requirement of the program. . Ideally, the elective course will be part of the student's major or minor, or in an area of vocational interest. The principal objective of the elective requirement is to look for intellectual or applied leadership in the student's chosen field or profession.

In addition to the required academic course work, students demonstrate leadership on and off campus by their participation in University, civic, and community endeavors in Atlanta. Students attend two annual retreats focusing on leadership in urban areas, participate in the Atlanta Exploration Week in January, organize campus symposia, and undertake field trips to develop their understanding of issues confronting urban regions. At the end of each semester, students submit a brief memo to the director detailing their leadership challenges and opportunities that semester. In the final semester, students prepare a paper reflecting on their leadership experiences during college. The final portfolio contains written work drawn from the student's leadership courses and experiences.

Admission to the Rich Foundation Urban Leadership Program is competitive. Students may apply in the freshman, sophomore, or junior year. The director and a selection committee evaluate candidates on the basis of commitment to leadership-related study, the desire for leadership understanding and application, extra-curricular participation, academic record, and other experience.

The Core Curriculum



History of the Core Curriculum

"The Oglethorpe Idea," Oglethorpe's first "core curriculum," made its appearance in the academic year 1944-45. It is thus one of the oldest core programs at a liberal arts college in the country. In his explanatory brochure about the new program, Oglethorpe President Philip Weltner presented a totally new liberal arts curriculum with the twin aims of equipping students to "make a life and make a living." One half of each student's college course work was devoted to the common intellectual experience of the core, while the other half was devoted to a student's major area of study. In outlining his new plan and his philosophy of education, President Weltner anticipated some of the ideas featured in *General Education in a Free Society*, Harvard University's 1945 statement stressing an emphasis on liberal arts and a core curriculum.

The idea of a core curriculum was at that time so revolutionary in higher education that news of the Oglethorpe Plan appeared in *The New York Times* in the spring of 1945. Dr. Weltner told *The Times*: "We are trying to develop keen...appreciation and understanding. Instead of dividing our courses into separate schools, we are giving the students a good liberal and general education which can become the basis of hundreds of vocations."

Dr. Weltner's core curriculum for the Oglethorpe students of the 1940s reflected the concerns of the war era: the core consisted of a series of courses under the headings "Citizenship" and "Human Understanding." As the concerns of the war era receded and the post-war information explosion ensued, the Oglethorpe core underwent extensive revision in the 1960s, its required courses coming to resemble much more closely traditional courses in the disciplines. Gradually this core came to focus on those courses representing competencies that a well-educated generalist ought to have upon graduating from college.

With the support of a major grant from the National Endowment for the Humanities, the Oglethorpe core curriculum underwent substantial revision in the early 1990s to reflect a new idea about core curriculum and its purpose. Rather than an attempt to define what every student should know or a list of basic competencies every student should have, the new Oglethorpe core aimed at providing a common learning experience for all students. Since the early 1990s the core curriculum has undergone further scrutiny and refinement. Beginning in 1998, a sequence of new interdisciplinary year-long courses were implemented. These sequences, which extend over all four years of a student's collegiate career, feature the reading of a number of primary texts common to all sections of the courses and frequent writing assignments. Each course in the sequence builds upon the body of knowledge studied in the previous course. Complementing these sequences are courses in the fine arts and in a sign system other than English (i.e., mathematics or foreign language). Students are explicitly invited to integrate their core learning and to consider knowledge gained from study in the core as they approach study in their majors. In developing this curriculum, the faculty has renewed its commitment to the spirit of Dr. Weltner's original core. He wrote, "We must never for an instant forget that education to be true to itself must be a progressive experience for the learner, in which interest gives rise to inquiry, inquiry is pursued to mastery, and mastery here occasions new interests there."

As every student's second major, the core continues to urge students to pursue links among the various areas of study and to appreciate the value of intellectual

inquiry. A National Endowment for the Humanities Challenge Grant, which Oglethorpe received in 1996, has helped to create an endowment for the core curriculum, guaranteeing that faculty have the resources to keep the core vital and central to learning at Oglethorpe. As faculty work together through frequent conversation about the content and goals of their core courses to provide an integrated approach to learning, one is reminded of the pledge Dr. Weltner made over half a century ago in outlining the core: "Oglethorpe University insists that the object is not to pass a subject; the object is to take and keep it."

Liberal Education and the Core Curriculum

Oglethorpe University is committed to providing a comprehensive liberal arts education for all of its students. Oglethorpe's purpose is to produce graduates who are broadly educated in the fundamental fields of knowledge and who know how to integrate knowledge in meaningful ways. The University's core curriculum is the clearest expression of this commitment. As an interdisciplinary and common learning experience, the core curriculum provides for students throughout their academic careers a model for integrating information and gaining knowledge. The sequencing of the core courses means that all Oglethorpe students take the same core courses at the same point in their college careers, thereby providing an opportunity for students to discuss important ideas and texts both inside and outside the classroom. In this way, the core curriculum aims to create a community of learners at Oglethorpe University.

Staffed by faculty from a wide variety of disciplines, the program seeks to teach students the following aptitudes and skills:

1. The ability to reason, read, and speak effectively, instilled through frequent and rigorous writing assignments and the reading and discussion of primary texts.
2. An understanding as well as a critical appreciation of how knowledge is generated and challenged.
3. The ability to reflect upon and discuss matters fundamental to understanding who we are and what we ought to be. This includes how we understand ourselves as individuals (Core I) and as members of society (Core II), how the study of our past informs our sense of who we are as human beings (Core III), and the ways in which the practice of science informs us on the physical and biological processes influencing human nature (Core IV).

In addition to the seven integrated and sequenced core courses, Oglethorpe University students take two additional courses that have been designed to help them develop an appreciation and understanding of fine arts and distinct symbolic systems (i.e., mathematics and foreign language).

The core curriculum provides only a beginning for the investigation of significant questions and issues. The program is designed to foster in students a love of learning and a desire to learn, to think, and to act as reflective, responsible beings throughout their lives.

Freshman Year - Core I

- COR 101. Narratives of the Self I
- COR 102. Narratives of the Self II

Sophomore Year - Core II

- COR 201. Human Nature and the Social Order I
- COR 202. Human Nature and the Social Order II

Junior Year - Core III

- COR 301. Historical Perspectives on the Social Order I
- COR 302. Historical Perspectives on the Social Order II

Senior Year - Core IV

- COR 401. Science and Human Nature

Fine Arts Requirement - One of the following:

- COR 103. Music and Culture
- COR 104. Art and Culture

Semiotics Requirement - One of the following:

- COR 203. Great Ideas of Modern Mathematics *

A foreign language course at a minimum level of second semester, first year. Please see the respective foreign language course offerings in the Programs of Study section in this *Bulletin*.

*** Note:** In order to enroll in this course, a student must first satisfy the Mathematics Proficiency Requirement. For a description of this requirement, please see the Academic Regulations and Policies section of this *Bulletin*.

Students matriculating at Oglethorpe as freshmen may not substitute courses taken at other institutions for any of the core sequenced courses. The exception to this would be foreign language courses, COR 103, and COR 104.

COR 101, COR 102. Narratives of the Self I, II 4 plus 4 hours

The first-year course sequence investigates narratives of the self. Among the topics that students will consider are a variety of fictional and philosophical constructions of the self, the relationships of memory to personal identity, and the disjunction or harmony between public and private selves. The authors considered in the courses may include Homer, Socrates, St. Augustine, Montaigne, Shakespeare, Descartes, Cervantes, Emily Bronte, Lao Tsu, Nietzsche, and Morrison.

COR 103. Music and Culture 4 hours

The appreciation of music begins with an understanding of the creative process as a means of self-expression and the artist's relationship to the world. Using primary sources, guest lecturers, and artists, this course examines the styles, trends, and developments of Western and international music from early civilizations through the 20th century. Study and discussion begin to develop an understanding of how music and the cultural arts reflect and affect societal trends and values.

COR 104. Art and Culture 4 hours

This course surveys the creative ways that human beings throughout history have attempted to depict their relationships to their surroundings. Art is thus viewed as a barometer of civilization, a visual, creative response to the intellectual and emotional climate of a given moment in history. Students examine present ways of understanding themselves and the universe, the evolution of that understanding, and the conflicts involved. Basic artistic principles and concepts also are studied in an effort to decide what has artistic value.

COR 201, COR 202. Human Nature and the Social Order I, II 4 plus 4 hours

The sophomore course sequence focuses on the relationship between individuals and communities, examining the extent to which the “good life” can be pursued within the confines of any social order. These courses investigate issues such as the nature of human excellence and virtue, the character of justice, the origins and sources of social order, and the status and legitimacy of political power. How can we obtain an accurate description of humans as social beings? What is the good society, and how may it be realized? Students in this course are invited to become more thoughtful, self-conscious, and self-critical members and citizens of the society and polity in which they live. Authors such as Aristotle, Locke, Smith, Tocqueville, Marx, and Weber will be read.

COR 203. Great Ideas of Modern Mathematics 4 hours

The purpose of this course is to consider the way in which mathematics addresses the issues considered in the core and to help students understand and appreciate the way of knowing (or, better, the way of thinking) which underlies mathematics. The mode of inquiry this course employs in attempting to answer the core issues is reason. This is not to be confused with the kind of reasoning used, for example, in the natural or social sciences. It is, rather, reason divorced from anything empirical. As T. H. Huxley remarked, “mathematics is that study which knows nothing of observation, nothing of experiment, nothing of induction, nothing of causation.” The course is organized around three or four major mathematical ideas that have emerged since the time of Newton. These ideas are drawn from such fields as calculus, set theory, number theory, probability theory, modern algebra, logic, topology, and non-Euclidean geometry. Prerequisite: MAT 103 with a grade of “C-” or higher or by examination.

**COR 301, COR 302. Historical Perspectives
on the Social Order I, II 4 plus 4 hours**

The junior year sequence constitutes an historical examination of human experience in response to some of the themes and issues raised in the first two years of the core. Drawing on a variety of perspectives from both the humanities and the social sciences, the course strives to reconstruct the histories of significant periods in human history. The first semester will focus on the rise and fall of civilizations from antiquity through the Renaissance. The second semester will concentrate on the problems of modernity, such as the rise of modern state, nationalism, revolution, and globalization. Both courses will examine the ways in which significant moments have become essential parts of our historical consciousness, enshrined in myth, religion, tradition, culture, and institutions. Through careful analysis of cur-

rent scholarship and original sources, students will be invited to consider the complex relationship between history, cultural traditions, and the social and political institutions derived from them.

COR 401. Science and Human Nature 4 hours

The senior year course deals with the way scientific methodologies inform current thinking on the nature of the human organism. Starting from basic genetic and psychological understandings, it emphasizes how evolutionary mechanisms may be seen as contributing to the origins of uniquely human behaviors. Elements of DNA structure as it applies to information storage and transmission, the regulation of gene expression and the mechanics of protein synthesis, mutation and its centrality in producing variation, sexual reproduction and how the laws of probability apply to biological systems, sex determination, “altruistic” behavior, and kin selection are among the topics explored.

Programs of Study



Degrees

Oglethorpe University offers six degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Arts in Liberal Studies, Bachelor of Business Administration, Master of Arts, and Master of Business Administration. The Bachelor of Arts and Bachelor of Science degrees are offered in the traditional undergraduate program. (For a discussion of the other four degrees, please see University College at the end of this section.) Under certain conditions it is also possible for a student to receive a dual degree in art, a dual degree in engineering, a dual degree in environmental studies, or a degree under the Professional Option. See the Index for the sections where these degrees are discussed.

Major Programs and Requirements

Completion of a major program is required for all baccalaureate degrees. The student's academic advisor assists with the student's selection of a major. The student declares the major selected on the course registration form completed each semester. Students must have declared a major by the end of the second semester of the sophomore year.

A major is an orderly sequence of courses in: 1) a particular discipline, 2) a combination of two disciplines, or 3) a defined interdisciplinary field. A major must include a minimum of 32 and a maximum of 64 semester hours of required course work, exclusive of all hours used to satisfy core requirements. Exceptions may be granted in special circumstances by a vote of the appropriate faculty committee. A minimum of 16 semester hours of a major must be in course work taken at Oglethorpe University. For teacher education majors, a minimum of 12 hours of education courses, in addition to student teaching, must be taken at Oglethorpe. Each major must allow for the student's selection of courses, which are not in the discipline(s) of the major and not required components of the core curriculum. Each major includes a substantial component of advanced courses which have specified pre-requisites. A major may require for successful completion a cumulative grade-point average in the major field which is higher than the 2.0 cumulative grade-point average required for graduation. Alternatively, the requirements for the major may state that only courses in which a "C-" or higher grade is received may be used in satisfaction of the major's requirements. The student is responsible for ensuring the fulfillment of the requirements of the major selected. Specific requirements for each of the majors listed below may be found in the respective discipline that follows in which the course offerings are described. Please note that no course that is counted to fulfill a major requirement for one degree may be used toward the requirements of another degree.

For the **Bachelor of Arts** degree the following majors are offered:

American Studies

Art

Art - Dual Degree

Business Administration and Behavioral Science

Communications

Economics

Education - Early Childhood
Education - Middle Grades
Education - Secondary Certification in English, Mathematics, Science, and Social Studies
Engineering - Dual Degree
English
Environmental Studies - Dual Degree
French
History
Individually Planned Major
International Studies
International Studies with Asia Concentration
Philosophy
Politics
Psychology
Sociology
Sociology with Social Work Concentration
Spanish

For the **Bachelor of Science** degree the following majors are offered:

Accounting
Biology
Business Administration
Business Administration and Computer Science
Chemistry
Economics
Mathematics
Mathematics and Computer Science
Physics

Minor Programs and Requirements

A minor consists of at least 16 semester hours of course work beyond any core requirements in that discipline. A minimum of 12 semester hours of a minor must be in course work taken at Oglethorpe. For education majors, these requirements must be fulfilled before student teaching.

Minor programs are available in the fields listed below. Specific requirements for each minor may be found in the respective discipline that follows in which the course offerings are described.

Minors may be earned in the following:

Accounting	Computer Science
American Studies	Drawing
Art History	Economics
Biology	English
Business Administration	French
Communications	History
Chemistry	Individually Planned Minor

Japanese
Japanese Culture
Mathematics
Music
Painting
Philosophy
Photography
Physics

Politics
Psychology
Sociology
Spanish
Theatre
Women's and Gender Studies
Writing

Accounting

Accounting is the language of business. It is a service activity whose function is to provide quantitative information, primarily financial in nature, about economic entities that is intended to be useful in making economic decisions. The purpose of the major in accounting is to acquaint the student with the sources and uses of financial information and to develop the analytical ability necessary to produce and interpret such information. The student learns to observe economic activity; to select from that activity the events which are relevant to a particular decision; to measure the economic consequences of those events in quantitative terms; to record, classify, and summarize the resulting data; and to communicate the information in various reports and statements to appropriate decision-makers.

The major in accounting consists of a coherent sequence of accounting and other courses which provide the conceptual foundation and basic skills to begin a career in accounting in the private sector, to use as an appropriate background for such related careers as financial services, computer science, management, industrial engineering, law and others, or to pursue a fifth year of graduate education. The major in accounting will assist in preparation for several qualifying examinations in accounting and finance such as Certified Public Accountant (CPA), Certified Management Accountant (CMA), and Certified Financial Analyst (CFA). Accounting provides many attractive career opportunities in public accounting, industry, government, and non-profit organizations. It provides an excellent educational background for anyone going into business.

Major

Students pursuing a Bachelor of Science degree must complete the following requirements with a grade of "C-" or higher:

- ACC 230 Financial Accounting
- ACC 231 Managerial Accounting
- ACC 332 Intermediate Accounting I
- ACC 333 Intermediate Accounting II
- ACC 334 Cost and Managerial Accounting
- ACC 335 Income Tax Accounting: Individuals
- ACC 435 Advanced Accounting
- ACC 437 Auditing
- BUS 110 Business Law I
- BUS 260 Principles of Management
- BUS 310 Corporate Finance
- BUS 350 Marketing
- BUS 469 Strategic Management

- ECO 121 Introduction to Economics
- ECO 221 Intermediate Microeconomics
- MAT 111 Statistics
- MAT 121 Applied Calculus

In addition, the student must satisfy the Computer Applications Proficiency Requirement. This can be done in one of three ways: 1) by assessment of skills with the student's academic advisor, 2) by successful completion of Introduction to Computer Applications Software, or 3) by successful performance on the computer proficiency examination.

Beginning in 1998, new eligibility requirements adopted by the Georgia State Board of Accountancy require at least 150 semester hours of college study to qualify to take the CPA examination. Included within the content of this minimum education standard is the requirement to complete at least 30 semester hours of accounting courses beyond Financial Accounting and Managerial Accounting and at least 24 semester hours of education in business administration. For those students whose objective is to qualify to take the CPA examination, it is recommended that the following courses be included in these additional required semester hours:

- ACC 336 Income Tax Accounting: Corporations, Partnerships,
Estates, and Trusts
- ACC 436 Accounting Control Systems
- ACC 438 Accounting Theory
- BUS 111 Business Law II

Minor

Students desiring to minor in accounting must complete five courses: Financial Accounting and Managerial Accounting, and three of any of the following with a grade of "C-" or higher:

- ACC 332 Intermediate Accounting I
- ACC 333 Intermediate Accounting II
- ACC 334 Cost and Managerial Accounting
- ACC 335 Income Tax Accounting: Individuals
- ACC 435 Advanced Accounting

ACC 230. Financial Accounting 4 hours

This course is a study of generally accepted accounting principles (GAAP) and other accounting concepts with emphasis on their application in the financial statements of business enterprises. The measurement and reporting of assets, liabilities, and owners' equity is stressed, along with the related measurement and reporting of revenue, expense, and cash flow. Prerequisite: Sophomore standing or above or approval by the Director of the Accounting Program.

ACC 231. Managerial Accounting 4 hours

This course is a study of the use of accounting information by managers and decision makers within an economic enterprise. Cost analysis for purposes of planning and control is emphasized. Prerequisite: ACC 230.

ACC 332. Intermediate Accounting I 4 hours

This course covers financial accounting topics at an intermediate level. The

topics covered are similar to Financial Accounting, but in greater depth. The standards promulgated by the Financial Accounting Standards Board are considered and evaluated. The theoretical foundations of accounting are emphasized. Prerequisite: ACC 231.

ACC 333. Intermediate Accounting II 4 hours

This is a continuation of Intermediate Accounting I with emphasis on advanced topics such as capitalized leases, pension costs, inter-period income tax allocation and accounting changes. Prerequisite: ACC 332.

ACC 334. Cost and Managerial Accounting 4 hours

This course provides an introduction to the financial information required for the managerial activities of planning, directing operational activities, control, and decision making. The course includes the study of the analytical techniques and methodologies used to generate accounting information and the managerial use of accounting information. The topics include cost behavior and estimation, costing of products and services, cost-volume-profit analysis, budgeting, relevant cost analysis, performance evaluation, and pricing decisions. Prerequisite: ACC 231.

ACC 335. Income Tax Accounting: Individuals 4 hours

This course provides an overview of the federal income tax system primarily as it relates to individuals. The study of the federal tax law provides the necessary tax background for a variety of accounting, financial, and managerial careers. Prerequisite: ACC 231.

ACC 336. Income Tax Accounting: Corporations, Partnerships, Estates, and Trusts 4 hours

This course is a study of the federal income tax laws and related accounting problems of corporations and partnerships, with some consideration of estates and trusts. Consideration will be given to the role of taxation in business planning and decision making and the interrelationships and differences between financial accounting and tax accounting. Prerequisite: ACC 335.

ACC 433. Independent Study in Accounting 1-4 hours

Supervised research on a selected topic in accounting. Prerequisite: Permission of the instructor.

ACC 434. Internship in Accounting 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at PricewaterhouseCoopers, Arthur Andersen, Ernst & Young, Georgia Pacific, and Miller, Ray, and Houser. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

ACC 435. Advanced Accounting 4 hours

This course is a study of business combinations and the related problems of consolidating the financial statements of affiliated corporations. The accounting problems related to international business are also covered and governmental accounting is introduced. Prerequisite: ACC 333.

ACC 436. Accounting Control Systems 4 hours

This course is an in-depth study of the application of information systems concepts to the accounting environment. Emphasis is on the processing of data in a computerized environment as well as the controls that are necessary to assure accuracy and reliability of the data processed by an accounting system. Practical implications of accounting information system design and implementation will be investigated through the use of cases and projects. Prerequisites: ACC 231 and CSC 140 or CSC 241 or CSC 242.

ACC 437. Auditing 4 hours

This course is a study of auditing standards and procedures, including the use of statistical and other quantitative techniques, and preparation of audit working papers, reports, and financial statements. Emphasis is placed upon the criteria for the establishment of internal controls and the effect of these controls on examinations and reports. Prerequisites: ACC 333 and MAT 111.

ACC 438. Accounting Theory 4 hours

This course covers the principles and concepts of accounting at an advanced theoretical level. The emphasis is on critical analysis of the ideas on which accounting practice is based along with an appreciation for the intellectual foundations for those ideas. Prerequisite: ACC 333.

ACC 439. Special Topics in Accounting 4 hours

An intense study of diverse accounting topics under the direct supervision of an accounting faculty member. Prerequisite: Permission of the instructor.

Allied Health Studies

Students who plan to attend professional schools of nursing, physical therapy, medical technology, or other allied health fields should plan their programs at Oglethorpe with the assistance of the faculty member serving as the Allied Health Advisor. The name of this advisor can be obtained at the Registrar's Office.

In allied health fields, successful completion of the program in an accredited professional school and a minimum of 64 semester hours credit earned at Oglethorpe are required to earn the Bachelor of Arts degree with an individually planned major. (See the description of the individually planned major below.)

American Studies

The interdisciplinary major in American studies is designed to provide students with the opportunity to develop a systematic and in-depth understanding of American culture. By combining American studies courses and courses from relevant

disciplines (history, literature, the arts, economics, and the social sciences), students may explore the relationships of diverse aspects of American life. Students also are able to pursue their special interests within American culture by developing an "area of concentration" that provides a specific focus for much of the work completed in fulfillment of major requirements.

In addition to introducing students to the field of American studies, the major is designed to help students refine their fundamental intellectual skills, especially their writing and speaking skills. Skills of this sort will serve the student well long after many specific facts, postulates, and theories have been forgotten. In short, as is consistent with Oglethorpe's stated institutional purpose, the American studies program seeks to prepare humane generalists - individuals who possess those basic qualities so necessary for leadership in a rapidly changing world. The degree awarded is the Bachelor of Arts.

Major

Requirements of the major include completion of the following six courses:

- ECO 223 United States Economic History
- ENG 303 American Poetry
- HIS 230 United States History to 1865
- HIS 231 United States History Since 1865
- HIS 331 The Age of Affluence: The United States Since 1945
- SOC 202 The American Experience (to be taken in the freshman or sophomore year)

Completion of five of the following courses also is required:

- COM 340 Business and Technical Communications
- ECO 421 Money and Banking
- ECO 422 Labor Economics
- ECO 425 Public Finance
- EDU 101 Introduction to Education
- ENG 314 Special Topics in Major British and American Authors
- HIS 430 The American Civil War and Reconstruction
- HIS 431 United States Diplomatic History
- INT 303 The New American City
- POL 201 Constitutional Law
- POL 302 American Political Parties
- POL 311 United States Foreign Policy
- SOC 201 The Family

Minor

Requirements for the minor include completion of The American Experience (to be taken in the freshman or sophomore year) and three of the following five courses:

- ECO 223 United States Economic History
- ENG 303 American Poetry
- HIS 230 United States History to 1865
- HIS 231 United States History Since 1865
- HIS 331 The Age of Affluence: The United States Since 1945

Art

In keeping with the concept of the liberal arts education the art department's curriculum is designed to give students the tools needed to express themselves, think clearly, and help find their places in the world. The curriculum is unique in the southeast for its emphasis on mastering the concepts and skills necessary to draw, paint, and sculpt the human figure. Color theory, perspective, anatomy, and art history are integrated to this goal. In addition, students are exposed to a wide range of mediums, including drawing, painting, printmaking, sculpture, and photography.

This singular combination of courses makes the art major extremely valuable. While students are learning to become proficient in art history, they are also required to become proficient in studio. This puts an unusual demand on students in two different areas of their intuitive and analytical thinking. They are asked to perform and comprehend right- and left-brain activities and to use a wide range of knowledge and experiences.

The wide range of courses, as mentioned above, is open at the introductory level to all students regardless of major or minor. Introductory-level courses emphasize the development of perception (learning to see); cognitive skills (application of theories to visual phenomena); a sense of aesthetics (organization of the parts for the larger whole); and technical skills (facility in manipulating tools).

Many courses are offered at the intermediate and advanced levels as well, in some cases under the "Special Topics" heading. Intermediate-level courses build upon introductory-level course material, undertaking more complex thought processes and approaches, while advanced-level courses emphasize individual inquiry and original thinking.

Major

Requirements for the major in art include two drawing courses; three painting courses; Anatomy For the Artist and Figure Drawing; Introduction to Photography; Modern Art History; a sculpture or printmaking course; and one other upper-level art history course. The degree awarded is the Bachelor of Arts.

The Scientific Illustration Track with Biological Science Emphasis and the Scientific Illustration Track with Physical Science Emphasis are two programs which enable the student to combine art major requirements and specific science courses. These programs fulfill admission requirements for graduate school programs in medical and scientific illustration. A master's degree is necessary to qualify for employment in these areas. The degree awarded is the Bachelor of Arts.

Minor

The art minor has several concentrations:

For a minor in **painting**, a student must take two painting courses, one drawing, one art history, and one photography course.

For a minor in **drawing**, a student must take two drawing courses, one painting, one art history, and one photography course.

For a minor in **photography**, a student must take two photography courses, one drawing, one painting, and one art history course.

For a minor in **art history**, a student must take three art history courses, one photography, and one drawing course or painting course.

ART 101. Introduction to Drawing 4 hours

Studio exercises, in-studio lectures, outside assignments, and critiques are designed to develop a basic understanding of drawing. Projects will be designed to explore concepts and theories of drawing and to develop the bridge between observation and creating an image, including drawing in line, light and dark, and perspective.

ART 102. Introduction to Painting 4 hours

Studio exercises, lectures, critiques, and outside assignments are designed to lay a firm foundation for the student's understanding of the medium of oil painting. Color mixing, composition, materials and techniques, and how to describe forms convincingly will be included.

ART 103. Introduction to Figure Sculpture 4 hours

Working from the life model, students will convey their understanding of the human form in clay. Planar structure, volume, proportion, and major anatomical landmarks will be covered.

ART 109. Introduction to Photography 4 hours

Laboratory exercises, in-class lectures, critiques and assignments are designed to develop an understanding of all aspects of photography, including composition and self expression. Emphasis will be on development of technical skills and a personal direction in photography. Prerequisite: A fully manual camera - to be brought to the first class meeting.

ART 110. Ways of Seeing 4 hours

This course systematically breaks down the vocabularies of art to their component elements, studying how these elements work together to form visual language. Problems in color and composition will be undertaken in a variety of media, including ink, acrylic, and photography.

ART 111. Anatomy For the Artist and Figure Drawing 4 hours

This course focuses on both the scientific and the aesthetic exploration of the human body. Drawing from the life model, students will study form and function of the skeletal and muscular systems, along with proportion and surface landmarks. A variety of approaches to drawing and drawing materials will be covered.

ART 201. Intermediate Drawing 4 hours

This course explores drawing as a tool for perception and a means of self-expression. Students will undertake advanced problems in drawing which build upon concepts and techniques covered in Introduction to Drawing. These include problems involving the surface of the picture plane and the ground plane, arrangements of elements in static and dynamic compositions and value pattern. Prerequisite: ART 101 or ART 111.

ART 202. Intermediate Painting 4 hours

This course will focus upon the conceptual, technical, and aesthetic tools which were covered in Introduction to Painting. Students will build upon experiences and undertake more complex formal and personal issues in their paintings. Imagery,

representation, abstraction, expressionism, and narration will be explored as students begin to pursue individual direction in their own work. Prerequisite: ART 102.

ART 203. Intermediate Figure Sculpture 4 hours

Working from the life model, this level of sculpture builds upon conceptual and perceptual skills honed in Introduction to Figure Sculpture. Students are expected to approach sculpting the human form from a variety of aesthetic points of view, including realism, abstraction, and expressionism. Prerequisite: ART 103.

ART 205. Special Topics in Studio 4 hours

Studio exercises, in-studio lectures, outside assignments, and critiques are designed to develop a basic understanding of various media, including printmaking and various specialties of artists-in-residence.

ART 251. Special Topics in Art History 4 hours

An in-depth analysis of specific historical art periods will stress how major artists and trends were influenced by their times. Discussion of important events and ideas of significant individuals of the period will serve to provide the necessary background for a thorough comprehension of social and intellectual sources of art. Prerequisite: COR 104.

ART 302. Advanced Painting 4 hours

In this course personal direction is emphasized. Through art historical references and group discussion, students will be guided to set parameters for individual inquiry. Each student will be expected to develop ideas and themes in a cohesive body of paintings. Prerequisites: ART 102 and ART 202.

ART 305. Advanced Special Topics in Studio 4 hours

This is an advanced level of Special Topics in Studio such as sculpture, photography, drawing, printmaking, etc. Prerequisite: ART 205.

ART 350. Modern Art History 4 hours

An in-depth analysis of the art of the 19th and 20th centuries, stressing how major trends and major artists were influenced by their times, this course will begin with the advent of the Industrial Revolution and continue to the present. It will focus on the art and ideas of Ingres, Manet, Monet, Van Gogh, Gauguin, Cezanne, Picasso, Matisse, Dali, and Warhol. Prerequisite: COR 104.

ART 410. Internship in Art 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at the High Museum of Art, Nexus Contemporary Art Center, Atlanta International Museum,

and Vespermann Gallery. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Art - Dual Degree

Students seeking a broadly based educational experience involving the types of programs generally found at a college of arts and sciences as well as the specialized training offered by a professional college may wish to consider the dual degree program in art. Oglethorpe University and The Atlanta College of Art offer a joint program for students interested in a career in the visual arts. The dual degree program requires enrollment at Oglethorpe for two years followed by enrollment at The Atlanta College of Art for another two years and one summer.

The student is required to complete Fresh Focus, all of the core curriculum at Oglethorpe (including Art and Culture), and three courses in studio electives. Upon successful completion of these courses, the student enrolls at The Atlanta College of Art and completes 75 credit hours in studio and art history courses. Placement in studio courses is dependent on a portfolio review.

Upon completion of the joint program, the student receives the degree of Bachelor of Arts from Oglethorpe and the degree of Bachelor of Fine Arts from The Atlanta College of Art. Students participating in the dual degree program must meet the entrance requirements of both institutions. Dual degree students are advised at Oglethorpe by a faculty member in the field of visual arts.

Note: Dual-degree students in art may not use Oglethorpe financial aid assistance to attend other institutions.

Biology

The curriculum in biology provides a foundation in both classical and contemporary biological concepts and prepares the student for continuing intellectual growth and professional development in the life sciences. These goals are achieved through completion of a set of courses that provide a comprehensive background in basic scientific concepts through lectures, discussions, writing, and laboratory work. The program supplies the appropriate background for employment in research institutions, industry, and government; the curriculum also prepares students for graduate school and for professional schools of medicine, dentistry, veterinary medicine, and the like. Students planning to attend graduate or professional schools should recognize that admission to such schools is often highly competitive. Completion of a biology major does not ensure admission to these schools.

A grade of "C-" or higher must be obtained in each freshman- and sophomore-level science or mathematics course that is required for this major or minor; these courses are numbered 100 through 300 in each discipline. A grade-point average of 2.0 or higher is required in all courses required for the major.

Students who are interested in medical illustration are encouraged to consider the Scientific Illustration Tracks that are offered within the art major which is described above.

Major

The requirements for a major in biology are as follows: in sequence, General Biology I and II, Genetics, Microbiology, Comparative Vertebrate Anatomy, Human Physiology, plus three additional directed biology courses; General Chemistry I and II (with laboratories), Organic Chemistry I (with laboratory), either Organic Chemistry II (with laboratory) or Elementary Quantitative Analysis (with laboratory); General Physics I and II; Statistics; and three semester hours of Science Seminar. The degree awarded is the Bachelor of Science.

Minor

The requirements for a minor in biology are General Biology I and II, Genetics, and Microbiology. Students minoring in biology are not exempt from the prerequisites for the biology courses and thus also will complete General Chemistry I and II (with laboratories) and Organic Chemistry I (with laboratory and either Organic Chemistry II (with laboratory) or Elementary Quantitative Analysis (with laboratory).

BIO 101, BIO 102. General Biology I, II 4 plus 4 hours

An introduction to modern biology, these courses include the basic principles of plant and animal biology, with emphasis on structure, function, evolutionary relationships, ecology, and behavior. Lectures and laboratory. Prerequisite: BIO 101 must precede BIO 102 and it is recommended that the courses be completed in consecutive semesters. Students who are majoring in biology must earn a grade of "C-" or higher in BIO 101 before taking BIO 102.

BIO 201. Genetics 4 hours

An introduction to the study of inheritance. The classical patterns of Mendelian inheritance are related to modern molecular genetics and to the control of metabolism and development. Prerequisites or corequisites: BIO 102, CHM 102, CHM 201. A grade of "C-" or higher must be earned in each of the prerequisite courses.

BIO 202. Microbiology 4 hours

An introduction to the biology of viruses, bacteria, algae, and fungi. Consideration is given to phylogenetic relationships, taxonomy, physiology, and economic or pathogenic significance of each group. Lecture and laboratory. Prerequisites: BIO 201 and CHM 201 with a grade of "C-" or higher in each course.

BIO 301. Comparative Vertebrate Anatomy 4 hours

An intensive study of the structural aspects of selected vertebrate types. These organisms are studied in relation to their evolution and development. The laboratory involves detailed examination of representative vertebrate specimens. Prerequisites: BIO 202 and CHM 201. A grade of "C-" or higher must be earned in each of the prerequisite courses.

BIO 302. Human Physiology 4 hours

A detailed analysis of human functions that deals primarily with the interactions involved in the operation of complex human systems. Lecture and laboratory. Prerequisites: PHY 101, CHM 201, and BIO 301. A grade of "C-" or higher must be earned in each of the prerequisite courses.

BIO 310. Special Topics in Biology 1-4 hours

Advanced course and laboratory work, including independent studies, in various areas of biology. Approval by the student's faculty advisor and the chairperson of the department is required for off-campus activities. Prerequisite: Permission of the instructor.

BIO 313. Embryology 4 hours

A course dealing with the developmental biology of animals. Classical observations are considered along with more recent experimental embryology in the framework of an analysis of development. In the laboratory, living and prepared examples of developing systems in representative invertebrates and vertebrates are considered. Prerequisites: BIO 202 and CHM 201. A grade of "C-" or higher must be earned in each of the prerequisite courses.

BIO 316. Cell Biology 4 hours

An in-depth consideration of cell ultrastructure and the molecular mechanisms of cell physiology. Techniques involving the culturing and preparation of cells and tissues for experimental examination are carried out in the laboratory. Prerequisites: BIO 202 and CHM 201. A grade of "C-" or higher must be earned in each of the prerequisite courses.

BIO 326. Vascular Plants 4 hours

The biology of vascular plants is considered at levels of organization ranging from the molecular through the ecological. Studies of anatomy and morphology are pursued in the laboratory, and an independent project concerning plant hormones is required. Offered spring semester of even-numbered years. Prerequisites: BIO 202 and CHM 201. A grade of "C-" or higher must be earned in each of the prerequisite courses.

BIO 413. Biochemistry 4 hours

An introduction to the chemistry of living systems, this course will investigate the synthesis, degradation, and functions of various molecules within living organisms. Central metabolic pathways and enzyme reaction mechanisms also will be studied. Lecture and laboratory. Prerequisites: BIO 102 and CHM 201 with a grade of "C-" or higher in each course; recommended prerequisite: CHM 310.

BIO 414. Molecular Biology and Biotechnology 4 hours

This course is an introduction to the theory and practice of molecular bioscience. Topics covered include the principles and processes of molecular biology, DNA isolation and characterization, restriction enzyme analysis, cloning, construction and selection of recombinants made in vitro and preparation and analysis of gene libraries. Prerequisites: BIO 202, CHM 201, and BIO 413.

BIO 416. Evolution 4 hours

A course dealing with the various biological disciplines and their meaning in an evolutionary context. Also, a consideration of evolutionary mechanisms and the various theories concerning them. Prerequisites: BIO 202, and CHM 201. A grade of "C-" or higher must be earned in each of the prerequisite courses.

BIO 423. Ecology 4 hours

A course dealing with the relationships between individual organisms and their environments. The emphasis is on the development of populations and interactions between populations and their physical surroundings. Lecture and laboratory. Offered spring semester of odd-numbered years. Prerequisites: BIO 202 and CHM 201. A grade of "C-" or higher must be earned in each of the prerequisite courses.

Business Administration

The business administration curriculum is designed to prepare students for careers as business leaders who will earn their livelihoods by discerning and satisfying people's wants and needs. Success in this endeavor requires 1) the ability to think independently, 2) knowledge of business terminology and business institutions, both domestic and international, and 3) communication skills. The ability to think independently is enhanced through study of the courses in the core curriculum. Courses in economics and the functional areas of business administration introduce the student to business institutions, terminology, and methods of inquiry. Most business administration and economics courses have a communications component. These courses and the capstone course in Strategic Management provide opportunity to develop and enhance thinking and communication skills.

The program in business administration is also designed to give graduates a solid foundation in the concepts and analysis of business functional areas that will be needed for graduate study. Many graduates of this program go on to receive a Master of Business Administration degree or a master's degree in a specific business area.

In addition to preparing students for business careers and graduate school, the program in business administration is valuable preparation for other careers. Students learn administrative skills and methods of inquiry that are applicable in governmental and non-profit organizations. Since much legal practice involves businesses and a knowledge of business terminology and institutions, this major is an excellent background for the study and practice of law.

Major

Students pursuing a Bachelor of Science degree must complete the following requirements with a grade of "C-" or higher:

- ACC 230 Financial Accounting
- ACC 231 Managerial Accounting
- BUS 219 Management Science
- BUS 260 Principles of Management
- BUS 310 Corporate Finance
- BUS 350 Marketing
- BUS 469 Strategic Management
- ECO 121 Introduction to Economics
- ECO 221 Intermediate Microeconomics
- ECO 222 Intermediate Macroeconomics
- MAT 111 Statistics
- MAT 121 Applied Calculus

In addition, the student must satisfy the Computer Applications Proficiency Requirement. This can be done in one of three ways: 1) by assessment of skills with the student's academic advisor, 2) by successful completion of Introduction to Computer Applications Software, or 3) by successful performance on the computer proficiency examination.

Finally, three additional advanced level courses must be successfully completed at the 300 or 400 level in accounting, business administration, economics, and/or computer science. These courses may be taken in a specific functional area as a concentration or taken in different areas.

A concentration may be earned in the areas of finance, international business studies, management, or marketing. Each concentration requires that the student take at least nine credit hours of course work at the 300, 400, or MBA level in that area. For a course to be included as part of a student's concentration, it must be approved by the student's advisor.

Students who wish to take MBA-level courses as part of their concentration must have 1) at least junior standing, 2) a cumulative grade-point average of 2.8, and 3) written permission from the MBA director. In addition, there must be sufficient space availability for undergraduate students. A student may take no more than six credit hours of the concentration at the MBA level.

Minor

A minor in business administration is designed to provide the student with an elementary foundation in the major disciplines within business administration. It is a useful minor for students who wish to prepare for an entry-level position in business while pursuing another major outside of business administration. It is also useful for those who wish to continue work after graduation toward a Master of Business Administration degree at Oglethorpe or elsewhere. The requirements for a minor are the successful completion with a grade of "C-" or higher in each of the following courses:

- ACC 230 Financial Accounting
- ACC 231 Managerial Accounting
- BUS 260 Principles of Management
- BUS 310 Corporate Finance
- BUS 350 Marketing
- ECO 121 Introduction to Economics

BUS 110. Business Law I 4 hours

This course is designed to give the student an awareness of a limited area of those aspects of the law which will be needed in day-to-day dealings with the problems of business. Special emphasis is placed upon the law of contracts, negotiable instruments, agency, and a study of the Uniform Commercial Code as it applies.

BUS 111. Business Law II 4 hours

This course is a study of partnerships, corporations, sales, bailments, security devices, property, bankruptcy, and trade infringements. Prerequisite: BUS 110.

BUS 219. Management Science 4 hours

An introduction to operations research, model building, optimization, linear programming, inventory models, and simulation. Major techniques and models of

quantitative analysis as applied to business are studied. Prerequisites: CSC 240 or CSC 241 or CSC 242, MAT 111, and MAT 121.

BUS 260. Principles of Management 4 hours

This course is an introduction to the principles of management and administration. It includes the study of leadership, conflict resolution, decision making, and the general functions of management in large and small organizations. Students will use computers extensively to do active research, and will learn spreadsheet and graphical tools to aid in the development of their decision-making skills.

BUS 310. Corporate Finance 4 hours

This course is a study of the basic principles of organizational finance and its relation to other aspects of business management and to the economic environment within which the firm operates. Attention is given to basic financial concepts, techniques of financial analysis, sources of funding, asset management, capital budgeting, capital structure, cost of capital, time value of money, and financial decision making under conditions of uncertainty. Prerequisites: ACC 231, ECO 121, and MAT 111.

BUS 350. Marketing 4 hours

This course is concerned with the policies and problems involved in the operation of market institutions. It will examine broad principles and concepts involved in the operation of market planning, market segmentation, consumer behavior, and product management, pricing, distribution, and promotion of goods and services. Aspects of global marketing, current marketing topics, and ethical and social responsibility issues in marketing are addressed. Prerequisites: ACC 231 and ECO 121.

BUS 352. Marketing Communications..... 4 hours

Principles, concepts, and practices relating to the various kinds of communications employed to disseminate information about products and services to potential buyers are topics in this course. Communication methods to be studied include advertising, personal selling, sales promotion, and public relations. The behavioral aspects of both messages and media will be explored. Prerequisite: BUS 350.

BUS 362. Human Resources Management 4 hours

In this course students will explore the perspectives and challenges of Human Resources Management within the context of the emerging global economy. The class will look at traditional HRM topics such as selection and compensation and also at how students can manage their own human resource potential. Prerequisite: Bus 260.

BUS 370. International Business 4 hours

This course is designed to acquaint the student with the problems encountered in conducting business outside one's own country and to provide a basis for evaluating the impact on business activities of changing economic, political, and cultural factors. Cases will be used throughout the course to give the student experience with the problems and advantages of doing business across national frontiers. A cultural diversity simulation game also will be used. Prerequisite: BUS 260.

BUS 410. Advanced Corporate Finance 4 hours

As a continuation of Corporate Finance, topics in this course will include capital budgeting, intermediate and long-term funding, current asset management, working capital management, and dividend policy. Case studies will be used to emphasize actual business situations and to focus on the comprehensive financial management of the firm. Prerequisite: BUS 310.

BUS 411. Investments 4 hours

An introduction to the environment in which investment decisions are made. Topics explored will include efficient markets, the capital asset pricing model, term structure of interest rates, risk versus return, and performance measures. Although the emphasis will be on stocks and bonds, other investments will be discussed. Prerequisite: BUS 310.

BUS 456. Marketing Research 4 hours

This course is designed to explore topics such as the types of research, the research process, research design, sampling procedures, data collection methods, data analysis, and preparation and presentation of research findings. A research project and presentation of findings is usually required in the course. Prerequisites: BUS 350, CSC 140 or equivalent, and MAT 111.

BUS 461. Total Quality Management 4 hours

This course will explore major systematic approaches to Total Quality Management. Students will examine quality management from a "profound knowledge" perspective (Deming, Pirsig, Goldratt), and will learn how to understand quality as a concept for achieving effective management within a firm, and in one's own life. Prerequisites: BUS 260 and MAT 111.

BUS 469. Strategic Management 4 hours

This course is the capstone integration course for the business program. Students learn integrative thinking skills and strategic management tools through both the reading of conceptual work and the extensive use of the case studies. Prerequisites: BUS 260, BUS 310, and BUS 350.

BUS 490. Internship in Business Administration 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at Office Depot, the Metro Atlanta Chamber of Commerce, SunTrust Bank and the Atlanta Thrashers. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

BUS 494. Independent Study in Business Administration 1-4 hours

Supervised research on a selected topic in business administration. Prerequisite: Permission of the instructor.

BUS 495. Special Topics in Business Administration 4 hours

An intense study of diverse business topics under the direct supervision of a business administration faculty member. Prerequisite: Permission of the instructor.

Business Administration and Behavioral Science

The interdisciplinary major in business administration and behavioral science provides students with the knowledge and skills of the behavioral sciences as they may be applied in the business world. The major helps to prepare students for careers in business, especially those related to human resources, or institutional administration such as hospitals. In addition, it is a useful major for continuing graduate study in business administration or applied psychology.

The major consists of eight required courses and four directed electives. The four directed electives should be selected carefully with the assistance of a faculty advisor and must be divided evenly between business administration courses and courses in behavioral sciences. A grade of "C-" or higher in each course in the major is required for completion of this major. The degree awarded is the Bachelor of Arts.

Requirements of the major include completion of the following courses:

- ACC 230 Financial Accounting
- ACC 231 Managerial Accounting
- BUS 260 Principles of Management
- BUS 350 Marketing
- MAT 111 Statistics
- PSY 204 Social Psychology
- PSY 303 Psychological Testing
- SOC 302 The Sociology of Work and Occupations

Two of the following behavioral science courses:

- PSY 202 Organizational Psychology
- PSY 203 Learning and Conditioning
- PSY 205 Theories of Personality
- PSY 301 Introduction to Quantitative Research Methods
- PSY 304 Psychology of Leadership
- SOC 301 Research Design for Social Scientists
- SOC 308 Culture and Society

Two of the following business administration courses:

- BUS 110 Business Law I
- BUS 219 Management Science
- BUS 310 Corporate Finance
- BUS 352 Marketing Communications
- BUS 362 Human Resources Management
- BUS 456 Marketing Research
- BUS 461 Total Quality Management
- BUS 495 Special Topics in Business Administration: Entrepreneurship and Innovation
- ECO 221 Intermediate Microeconomics
- ECO 222 Intermediate Macroeconomics
- ECO 422 Labor Economics

In addition, the student must satisfy the Computer Applications Proficiency Requirement. This can be done in one of three ways: 1) by assessment of skills with the student's academic advisor, 2) by successful completion of Introduction to Computer Applications Software, or 3) by successful performance on the computer proficiency examination.

Business Administration and Computer Science

The administration of business involves the collection, storage, analysis, and reporting of large volumes of financial as well as non-financial data. By combining courses in business administration and computer science, this interdisciplinary major acquaints students with the ways in which computer systems can assist in carrying out the accounting, finance, marketing, and management functions of business. An additional aim is to encourage innovative approaches to administration that would be impractical without the computational capacity of the computer.

The interdisciplinary major in business administration and computer science requires the completion of 11 specific courses plus three directed electives with a grade of "C-" or higher in each course. In addition, the student must satisfy the Computer Applications Proficiency Requirement. This can be done in one of three ways: 1) by assessment of skills with the student's academic advisor, 2) by successful completion of Introduction to Computer Applications Software, or 3) by successful performance on the computer proficiency examination. The degree awarded is the Bachelor of Science.

Requirements of the major include completion of the following courses:

- MAT 121 Applied Calculus
- MAT 111 Statistics
- ECO 121 Introduction to Economics
- ACC 230 Financial Accounting
- ACC 231 Managerial Accounting
- CSC 242 Principles of Computer Programming in Pascal **or**
CSC 243 Principles of Computer Programming in C++
- BUS 260 Principles of Management
- BUS 310 Corporate Finance
- CSC 344 Principles of File Processing in COBOL
- BUS 350 Marketing
- BUS 469 Strategic Management

Completion of three of the following courses also is required:

- CSC 240 Introduction to Computer Applications Software **or**
CSC 241 Introduction to Computer Science Using Visual Basic **or**
CSC 242 Principles of Computer Programming in Pascal **or**
CSC 243 Principles of Computer Programming in C++ **or**
CSC 244 Principles of Computer Programming in Java
- CSC 342 Introduction to Data Structures in Ada
- CSC 440 Principles of Object-Oriented Programming Using C++
- CSC 441 Assembly Language and Computer Architecture
- CSC 442 Topics in Computer Science

Chemistry

The chemistry program covers four general areas of chemistry: inorganic, organic, physical, and analytical. The first half of a student's chemistry curriculum involves courses which present the fundamentals of the various areas. The second half of the curriculum consists of advanced courses which cover specialized topics in chemistry. In addition to factual knowledge about chemistry, the student gains an understanding about the scientific method and a systematic approach to research. A large portion of the chemistry curriculum includes laboratory courses. These courses teach the techniques and skills used in chemical experimentation.

A student who has completed the Bachelor of Science program in chemistry has several career options. These options include technical or analytical work in a chemical laboratory and non-research positions in the chemical industry such as sales or marketing. Another option is to enter a graduate or professional school. Graduates interested in doing chemical research should pursue the M.S. or Ph.D. degrees. Those interested in professions such as medicine or dentistry, would enter the appropriate professional school after receiving the Bachelor of Science degree. Lastly, the chemistry major is an excellent preparation for careers as diversified as patent law and teaching.

A grade of "C-" or higher must be obtained in each freshman- and sophomore-level science course that is required for this major or minor; these courses are numbered 100 through 300 in each discipline. A grade-point average of 2.0 or higher is required in all courses required for the major.

Students who are interested in scientific illustration are encouraged to consider the Scientific Illustration Tracks that are offered within the art major which is described above.

Major

The requirements for a major in chemistry are as follows: General Chemistry I and II (with laboratories), Organic Chemistry I and II (with laboratories), Elementary Quantitative Analysis, Instrumental Methods of Chemical Analysis, Physical Chemistry I and II (with laboratory), Inorganic Chemistry (with laboratory), Advanced Organic Chemistry and Organic Spectroscopy, and two semester hours of Science Seminar.

Minor

The requirements for a minor in chemistry are as follows: General Chemistry I and II (with laboratories), Organic Chemistry I and II (with laboratories), Elementary Quantitative Analysis (with laboratory), and one additional three-semester hour chemistry course.

CHM 101, CHM 102. General Chemistry I, II 3 plus 3 hours

An introduction to the fundamental principles of chemistry, including a study of the theories of the structure of atoms and molecules and the nature of the chemical bond; the properties of gases, liquids, and solids; the rates and energetics of chemical reactions; the properties of solutions; chemical equilibria; electro-chemistry, and the chemical behavior of representative elements. Prerequisites: MAT 102 and MAT 103 with a grade of "C-" or higher in each course. Corequisites: CHM 101L and CHM 102L. A grade of "C-" or higher must be earned in CHM 101 before taking CHM 102.

CHM 101L, CHM 102L. General Chemistry Laboratory I, II 1 plus 1 hour

The laboratory course is designed to complement CHM 101 and CHM 102. Various laboratory techniques will be introduced. Experiments will demonstrate concepts covered in the lecture material. Corequisites: CHM 101 and CHM 102.

CHM 201, CHM 202. Organic Chemistry I, II 3 plus 3 hours

An introductory course in the principles and theories of organic chemistry. The structure, preparation, and reactions of various functional groups will be investigated. Emphasis will be on synthesis and reaction mechanisms. Prerequisites: CHM 101 and CHM 102 with a grade of "C-" or higher in each course. Corequisites: CHM 201L and CHM 202L. A grade of "C-" or higher must be earned in CHM 201 before taking CHM 202.

CHM 201L, CHM 202L. Organic Chemistry Laboratory I, II 1 plus 1 hour

The laboratory course is designed to complement CHM 201 and CHM 202. Various techniques, such as distillation, extraction, and purification, are studied in the first semester. The second semester involves synthesis and identification of a variety of organic compounds. Corequisites: CHM 201 and CHM 202.

CHM 301, CHM 302. Physical Chemistry I, II 3 plus 3 hours

A systematic study of the foundations of chemistry. Particular attention is paid to thermodynamics, including characterization of gases, liquids, solids, and solutions of electrolytes and nonelectrolytes; the First, Second, and Third Laws; spontaneity and equilibrium; phase diagrams and one- and two-component systems; electrochemistry; and an introduction to the kinetic theory and statistical mechanics. Additionally, both phenomenological and mechanistic kinetics are presented, as is a brief introduction to quantum mechanics. Prerequisites: MAT 233, CHM 202, and PHY 102 with a grade of "C-" or higher in each course.

CHM 301L, CHM 302L. Physical Chemistry Laboratory I, II 1 plus 1 hour

Intended to complement the physical chemistry lecture courses, these courses provide the student with an introduction to physico-chemical experimentation. Corequisite: CHM 301, 302

CHM 310. Elementary Quantitative Analysis 3 hours

An introduction to elementary analytical chemistry, including gravimetric and volumetric methods. Emphasis is on the theory of analytical separations, solubility, complex, acid-base, and redox equilibria. Intended for both chemistry majors and those enrolled in pre-professional programs in other physical sciences and in the health sciences. Prerequisite: CHM 201 with a grade of "C-" or higher.

CHM 310L. Elementary Quantitative Analysis Laboratory 1 hour

Analyses are carried out in this course which illustrate the methods discussed in CHM 310. Corequisite: CHM 310.

CHM 422. Instrumental Methods of Chemical Analysis 3 hours

A discussion of the principles and applications of modern instrumentation used in analytical chemistry. Methods discussed are primarily non-optical, including an overview of electrochemistry; potentiometric methods, including use of pH and

other ion meters; electrogravimetry; coulometry; polarography; amperometry; and gas- and liquid-chromatography. Offered spring semester of odd-numbered years. Prerequisite: CHM 310 with a grade of "C-" or higher.

CHM 422L. Instrumental Methods Laboratory 1 hour

This laboratory accompanies CHM 422 and will consider the practical applications of modern instrumentation in analytical chemistry. Corequisite CHM 422.

CHM 424. Advanced Organic Chemistry 3 hours

A discussion of selected reactions and theories in organic chemistry. Emphasis is placed on reaction mechanisms and reactive intermediates encountered in organic synthesis. Prerequisite: CHM 202 with a grade of "C-" or higher.

CHM 424L. Advanced Organic Chemistry Laboratory 1 hour

Intended to complement Advanced Organic Chemistry, this course will investigate general reactions and mechanistic principles in organic synthesis. The study will require the multi-step synthesis of various organic molecules. Corequisite: CHM 424

CHM 432. Inorganic Chemistry 3 hours

A study of the principles of modern inorganic chemistry, including atomic structure; molecular structure; ionic bonding; crystal structures of ionic solids, a systematic study of the behavior of inorganic anions; coordination chemistry, including structure and mechanisms of aqueous reactions; and acids and bases. Offered spring semester of even-numbered years. Prerequisite or corequisite: CHM 302.

CHM 432L. Inorganic Chemistry Laboratory 1 hour

Intended to complement Inorganic Chemistry, this course provides experience in the methods of preparation and characterization of inorganic compounds. Corequisite: CHM 432

CHM 434. Organic Spectroscopy 3 hours

A course dealing with several spectroscopic methods as applied to organic molecules. The principles and interpretation of ultra-violet, visible, infrared, mass, and nuclear magnetic resonance spectra will be studied. . Offered fall semester of odd-numbered years. Prerequisite: CHM 202 with a grade of "C-" or higher.

CHM 434L. Organic Spectroscopy Laboratory 1 hour

Students enrolled in this course use various spectrometers for qualitative and quantitative analysis. Corequisite: CHM 434

CHM 490. Special Topics in Chemistry 1-4 hours

Advanced topics will be offered in the following fields: Organic Chemistry, Organic Qualitative Analysis, Biochemistry, Theoretical Chemistry, and Advanced Inorganic Chemistry. Prerequisite: Permission of the instructor.

CHM 499. Independent Study in Chemistry 1-4 hours

This course is intended for students of senior standing who wish to do independent laboratory and/or theoretical investigations in chemistry. Prerequisite: Permission of the instructor.

Communications

Communications, as studied and taught at Oglethorpe, is rooted in the discipline of rhetoric, one of the historical liberal arts. A background in rhetoric and communications enables students to understand human beings as symbol users who communicate in a variety of discourse communities and cultural contexts. Communications encourages students to examine their own modes of communication and to analyze the communication of others, from individual utterances to mass media broadcasts. Students learn strategies of rhetorical analysis to generate, evaluate, and revise documents that are responsive to designated audiences and purposes.

A program in communications teaches students to express themselves effectively in speech and in writing. Communications at Oglethorpe is a writing-intensive program, which prepares graduates for careers and advanced study in journalism, public relations, advertising, mass media, corporate communications, and related fields. All majors receive hands-on experience in a communications field of their choice through a required internship. A leading center for the communications industry, Atlanta provides excellent opportunities for students to explore their career options and apply their newly acquired skills.

Oglethorpe communications graduates are ready to face the challenges of the 21st century. These future leaders leave with the critical skills and insights needed for success in their professions and lives. Students learn effective speaking and writing skills as well as active problem-solving strategies through collaborative efforts. The program encourages students to understand the new electronic media, to develop ethical awareness and civic engagement, and to evaluate the globalization of media and its effects on national and international communication.

All communications majors must complete a minor course of study, other than writing, to enable them to apply their communication skills to a related body of knowledge and to enhance career possibilities. Students are encouraged to broaden their knowledge and skills through this required minor in such areas as art, psychology, computer science, business administration, politics, and international studies. The degree awarded is the Bachelor of Arts.

Major

The following courses are required:

- COM 101 Theories of Communications
- COM 110 Public Speaking I
- COM 390 Special Topics in Communications
- COM 401 Internship in Communications

One course selected from the following two:

- COM 220 Investigative Writing
- COM 221 Persuasive Writing

One course selected from the following two:

- COM 240 Journalism
- COM 340 Business and Technical Communications

One year of a foreign language at the first-year college level (or the equivalent determined through testing)

Three courses selected from the following:

- COM 111 Public Speaking II

COM 250	Broadcasting and the New Electronic Media
COM 260	Introduction to Linguistics
COM 380	Independent Study in Communications
COM 390	Special Topics in Communications
CSC 240	Introduction to Computer Applications Software
ENG 230	Creative Writing
ENG 231	Biography and Autobiography
ENG 331	Writing Prose, Fiction, and Nonfiction
WRI 381	Independent Study in Writing
WRI 391	Special Topics in Writing

Minor

A student may take a communications minor or writing minor, but not both. For the requirements of the writing minor, please see the writing discipline in alphabetical order below.

The following courses are required:

- COM 101 Theories of Communications
- COM 250 Broadcasting and the New Electronic Media

One course selected from the following two:

- COM 220 Investigative Writing
- COM 221 Persuasive Writing

Two courses selected from the following:

- COM 111 Public Speaking II
- COM 240 Journalism
- COM 340 Business and Technical Communications
- COM 390 Special Topics in Communications
- COM 401 Internship in Communications
- WRI 391 Special Topics in Writing

COM 101. Theories of Communications 4 hours

This course offers a general introduction to the study of individual, group, and mass media-based communications. Emphasis is placed on the fundamental ways humans communicate (verbally, nonverbally, and in writing) and involves investigation of the purposes for, and techniques used in, many forms of communication.

COM 110. Public Speaking I 4 hours

This course is designed to develop and enhance students' ability to communicate effectively to any audience. Students will deliver both prepared and impromptu speeches. They will give humorous and inspirational speeches as well as informational speeches focusing on organization and the use of visual aids. Students develop all the tools necessary to effectively communicate—their voice, their gestures, their body language, and their eye contact. They will receive timely written and oral feedback from the instructor. Speeches will be videotaped and critiqued. The goal is to become a more polished and confident speaker.

COM 111. Public Speaking II 4 hours

This course develops communication skills gained in Public Speaking I. Students will learn to convey their messages directly, confidently, and persuasively. Students will practice delivering persuasive speeches for a variety of occasions from

the classroom to the boardroom. They will learn to make the closing argument to the jury, to field the difficult interview question, to close the sale, to give the congratulatory toast, and to deliver the inspirational speech. Speeches will be videotaped and critiqued. Prerequisite: COM 110.

ARC 201. Seminar for Student Tutors 1 hour

Peer tutors at the Academic Resource Center spend two hours per week assisting other students, individually or in groups, with course material, papers, and preparation for examinations. In addition, they participate one hour a week in support and training meetings with the ARC directors and with instructors of the courses in which they tutor. They discuss how to work with texts in different disciplines, encourage study group members to help each other learn, and foster student engagement with and assimilate course content. Prerequisite: Permission of the instructor or Writing Tutor Coordinator.

COM 220. Investigative Writing 4 hours

This expository writing course is designed to develop research and writing skills. Emphasis will be on learning a wide range of library and Internet-based research techniques and purposefully presenting information to a variety of audiences in appropriate format and style. Students will be asked to define their own investigative projects, and to analyze and revise their own writing. Investigative Writing or Persuasive Writing is a prerequisite for upper-level communications courses. Prerequisites: COR 101 and COR 102.

COM 221. Persuasive Writing 4 hours

This course is designed to develop sophisticated strategies of persuasion for analyzing and generating arguments responsive to targeted audiences in a variety of contexts, including civic, professional, and academic. Students will learn both classical and contemporary strategies of persuasion. Emphasis will be on presenting clear, coherent, and logical arguments. Students will be asked to define their own projects within assigned contexts. Students will evaluate their own and others' writing to enable the revision process. Investigative Writing or Persuasive Writing is a prerequisite for upper-level communications courses. Prerequisites: COR 101 and COR 102.

COM 240. Journalism 4 hours

This course teaches the fundamentals of journalistic news writing and reporting. From interviews to the Internet, students will learn how to gather information from a variety of sources and write stories using different types of leads, endings, and structures. They will also engage in a critique of today's journalistic practices. Prerequisites: COM 101 and COM 220 or COM 221.

COM 250. Broadcasting and the New Electronic Media 4 hours

This course is designed to introduce students to the economic, regulatory, and creative forces that affect the broadcast industry. The course will raise theoretical questions and practical concerns about the different types of media (TV, radio, and the Internet) that deal with the electronic transmission of information. Students will analyze and engage in the genres through which this information is transmitted (e.g., radio programs and TV news scripts). Prerequisites: COM 101 and COM 220 or COM 221.

COM 260. Introduction to Linguistics 4 hours

This is a study of the history of the English language, the rules of traditional grammar, and current linguistic theory. Special attention is paid to the relationship between language and cognition, theories of language acquisition, and the dialects of American English.

COM 340. Business and Technical Communications 4 hours

A course for students who have mastered the basic skills and insights of writing and who wish to improve their ability to write clear, concise, persuasive prose designed for audiences in the business and technical fields. Students are required to write a variety of texts, such as proposals, progress reports, recommendation reports, and manuals. Other elements of the course may include desktop publishing and oral presentations. Prerequisites: COM 101 and COM 220 or COM 221.

COM 370. Internship in Communicatins 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work three hours per week for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at CNN, Fox 5, Pineapple Public Relations, Carrol/White Advertising, and Atlanta Journal Constitution. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

COM 380. Independent Study in Communications 1-4 hours

Supervised independent communications project. Prerequisites: Permission of the instructor, and the student must be pursuing a major in communications.

WRI 381. Independent Study in Writing 1-4 hours

Supervised independent writing project. Prerequisites: Permission of the instructor and the student must be pursuing a minor in writing or a major in communications.

COM 390. Special Topics in Communications 4 hours

This advanced course will examine selected topics in journalism, communications, or media studies, such as The New Journalism, Global Communications, Civic Literacy, Gender and Communication, or Reading Television. Prerequisites: COM 101 and COM 220 or COM 221.

WRI 391. Special Topics in Writing 4 hours

Study of a selected topic in the field of writing, such as Scientific and Technical Writing, Oral History, Contrastive Rhetoric and Analytical Writing, Writing for Educators, or The Art of the Essay. The topic will vary from year to year and may be offered by communications or English faculty. Prerequisites for special topics taken with communications faculty: COM 101 and COM 220 or COM 221.

COM 401. Internship in Communications 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An internship for the writing minor must be writing intensive. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at CNN, Fox 5, Pineapple Public Relations, Carrol/White Advertising, and Atlanta Journal Constitution. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Computer Science

Minor

A minor in computer science consists of five computer science courses, one of which must be Principles of Computer Programming in Pascal or Principles of Computer Programming in C++, and no more than two of which may be below the 300 level. Internship in Computer Science may not be used as one of the five courses in a computer science minor.

CSC 240. Introduction to Computer Applications Software 4 hours

This course introduces the student to the major types of computer applications software, including word processing, electronic spreadsheets, database management, graphics, and presentation software. A predominant emphasis is on the construction of significant applications systems, including integrating various applications, transferring data among applications, and custom programming. The student will use microcomputer software such as Microsoft Office Professional, which includes Word, Excel, Access, PowerPoint, and Visual BASIC.

CSC 241. Introduction to Computer Science Using Visual BASIC 4 hours

This course introduces the student to the fundamental concepts of electronic data processing equipment, applications, and computer programming. It is intended primarily for students who do not plan further study in computer science. The student will become familiar with problem-solving techniques and algorithm construction using the Visual BASIC programming language, with rudimentary object-oriented programming, and with constructing applications in the Windows environment. Examples are drawn from business, mathematics, science, and other fields.

CSC 242. Principles of Computer Programming in Pascal 4 hours

This course introduces the student to the fundamental techniques of problem solving and algorithm construction within the context of the Pascal programming language. The student will design and complete several substantial programming projects, most having significant mathematical content. Topics will include data types, control structures, file manipulation, subprograms, parameters, records, arrays, dynamic data structures, abstract data types, object-oriented programming, and separate compilation units. Prerequisite: MAT 102 or by examination.

CSC 243. Principles of Computer Programming in C++ 4 hours

This course introduces the student to the fundamental techniques of problem solving and algorithm construction within the context of the C++ programming language. The student will design and complete several substantial programming projects, most having significant mathematical content. Topics include data types, control structures, file manipulation, functions, parameters, structures, unions, classes, arrays, dynamic data structures, abstract data types, object-oriented programming, and separate compilation units. Prerequisite: MAT 102 or by examination.

CSC 244. Principles of Computer Programming in Java 4 hours

This course introduces the student to the fundamental techniques of problem solving and algorithm construction within the context of the Java programming language. The student will design and implement several substantial programming projects, most having significant mathematical content. Topics include data types, control structures, file manipulation, functions, parameters, classes, arrays, dynamic data structures, object-oriented programming, separate compilation units, HTML, and World Wide Web programming. Prerequisite: MAT 102 or by examination.

CSC 342. Introduction to Data Structures in Ada 4 hours

This courses uses Ada language constructs to introduce the student to the important concepts of static and dynamic data representation, which, along with effective algorithm development, are essential components of successful computer program development. Topics include arrays, records, files, pointers, linked lists, stacks, queues, priority queues, sets, trees, b-trees, strings, abstract data types, sorting and searching techniques, and implementation procedures. Prerequisite: CSC 242 or CSC 243.

CSC 344. Principles of File Processing in COBOL 4 hours

This course provides an accelerated introduction to the COBOL language and to standard techniques for managing data in computer files. Students will use COBOL to program solutions to problems which arise predominantly, though not exclusively, in business environments. Topics include file creation and updating, merging and searching, report generation, subprograms, separate compilation units, interactive programming, sequential, indexed, and relative files, and elementary concepts of database management. Prerequisite: CSC 242 or CSC 243.

CSC 440. Principles of Object-Oriented Programming Using C++ 4 hours

This course includes a comprehensive treatment of the C++ programming language, using the object-oriented methodology. Fundamental C++ programming constructs will be discussed, including native types, control structures, functions, parameters, pointers, structures, unions, classes, file manipulation, arrays, dynamic data structures, and separate compilation units. In addition, the student will study such important object-oriented notions as objects, constructors, parametric polymorphism, and exceptions. Prerequisite: CSC 242 or CSC 243.

CSC 441. Assembly Language and Computer Architecture 4 hours

This course provides a concentrated introduction to assembly language programming for the 8086/8088 family of microprocessors and to the architecture embodied in those processors. Special attention will be given to implementing the familiar control structures of a high-level language using assembly language's much more restricted instruction set, and to the problems of decimal and floating point numeric representation, conversions, and computations. Topics include structured programming, control structures, object library maintenance, macro programming, interrupts, registers, buses, bit manipulation, memory management, input/output file manipulation, strings, and interfacing with high-level languages. Prerequisite: CSC 242 or CSC 243.

CSC 442. Topics in Computer Science 4 hours

This course focuses on a variety of timely concepts and useful language environments. Current topics include artificial intelligence, machine simulators, compiler and assembler construction, computer-aided instruction, graphics, database management, computer architecture, operating systems, and systems programming. These topics may be examined in the context of languages such as Ada, assembly language, COBOL, C++, Forth, LISP, Logo, Pascal, Scheme, Visual BASIC, and applications software. Prerequisites: CSC 242 or CSC 243, and CSC 342 or CSC 344.

CSC 443. Independent Study in Computer Science 1-4 hours

Supervised research on a selected topic in computer science. Prerequisite: Permission of the instructor.

CSC 446. Internship in Computer Science 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at Array Computer Technologies, the Nwoko Group, and the Catapult Group. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Economics

Economics is a way of thinking based on the premise that individuals make decisions that advance their own interests. From this premise, economics attempts to understand individual behavior and the social order that results from the interaction of many individual decision-makers along with evaluating the resulting social order.

There are three aspects of economic study that are related to citizenship and careers. First, the attempt to predict individual behavior results in the derivation of several economizing principles that are useful in business practice. Second, much

of the interaction of individuals is in the form of exchanges in markets. Knowledge of how markets function is helpful both to business people and voters who will make decisions about such market-related economic matters as taxes, interest ceilings, minimum wages, and public utility rates. Third, the practice in evaluating different social orders leads students to replace their unschooled opinions about complex situations with disciplined thought. This major is useful for those who plan careers in business, law, politics, government, or religion.

Major

Students pursuing a Bachelor of Science degree must complete the following requirements with a grade of "C-" or higher:

- ACC 230 Financial Accounting
- ACC 231 Managerial Accounting
- BUS 219 Management Science
- BUS 260 Principles of Management
- BUS 310 Corporate Finance
- BUS 350 Marketing
- BUS 469 Strategic Management
- ECO 121 Introduction to Economics
- ECO 221 Intermediate Microeconomics
- ECO 222 Intermediate Macroeconomics
- MAT 111 Statistics
- MAT 121 Applied Calculus

In addition, the student must also complete three additional electives in economics and satisfy the Computer Applications Proficiency Requirement. This can be done in one of three ways: 1) by assessment of skills with the student's academic advisor, 2) by successful completion of Introduction to Computer Applications Software, or 3) by successful performance on the computer proficiency examination.

Major

Students pursuing a Bachelor of Arts degree must complete the following requirements with a grade of "C-" or higher:

- BUS 219 Management Science
- ECO 121 Introduction to Economics
- ECO 221 Intermediate Microeconomics
- ECO 222 Intermediate Macroeconomics
- MAT 111 Statistics
- MAT 121 Applied Calculus

In addition, the student must also complete four additional electives in economics and satisfy the Computer Applications Proficiency Requirement. This can be done in one of three ways: 1) by assessment of skills with the student's academic advisor, 2) by successful completion of Introduction to Computer Applications Software, or 3) by successful performance on the computer proficiency examination.

Minor

Students desiring to minor in economics must complete the following courses with a grade of "C-" or higher:

ECO 121 Introduction to Economics

ECO 221 Intermediate Microeconomics

ECO 222 Intermediate Macroeconomics

In addition the student must complete two additional electives in economics.

ECO 121. Introduction to Economics 4 hours

This course is designed to familiarize the student with basic economic principles and concepts. The student will be introduced to a few key economic principles that can be used in analyzing various economic events. The materials will include a history of economic thought, monetary and financial economics, and supply and demand analysis.

ECO 221. Intermediate Microeconomics 4 hours

This course develops the economic principles necessary to analyze and interpret the decisions of individuals and firms with respect to consumption, investment, production, pricing, and hiring. The principles are used to understand the behavior of business firms and public policy-making institutions. Prerequisites: ECO 121 and MAT 121.

ECO 222. Intermediate Macroeconomics 4 hours

This course examines the goals of economic policy and the policy instruments available to achieve those goals. Attention is given to both monetary and fiscal policy along with the theory and measurement of national income, employment, and price levels, and the international implications of economic policy. Prerequisite: ECO 121.

ECO 223. United States Economic History 4 hours

This course will study the origin and growth of the American economic system from pre-colonial through the 20th century. The course traces the development of the evolution of American agricultural, commercial, manufacturing, financial, labor, regulatory, and technological sectors. Prerequisite: ECO 121.

ECO 324. History of Economic Thought 4 hours

This course is a study of the major writers and schools of economic thought, related to the economic, political, and social institutions of their times: the Medieval, Mercantilist, Physiocrat, Classical, Marxist, Historical, Neoclassical, Institutional, Keynesian, and post-Keynesian schools. Prerequisite: ECO 121.

ECO 327. Economic Development 4 hours

This course is a study of the economic, social, and political factors that account for the contrast between the economic stagnation in much of the world and the steadily rising incomes in the United States, Europe, and Japan. General principles are applied to the development experience of selected countries in the historically less-developed world and the formerly centrally-planned economies of Eastern and Central Europe. Prerequisite: ECO 121.

ECO 421. Money and Banking 4 hours

This course will study the role of private financial institutions and the Federal Reserve System in the creation of the nation's money supply and the theory that links the money supply to the nation's inflation rate and output level. Additional topics are the international payments mechanism, capital flows, the determination of exchange rates, and the use of a common currency by several countries. Prerequisites: ECO 221, ECO 222, and proficiency in the use of spreadsheet software.

ECO 422. Labor Economics 4 hours

This course will be a comprehensive study of the cause and effect relationship between work and income. It will examine labor market structures, human capital theory, union-management relations, labor history, economic policy, and earning profiles by gender and race. Prerequisites: ECO 221 and ECO 222.

ECO 423. International Economics 4 hours

This course is a study of international trade and finance. The microfoundations of the course will address why countries trade, why special interest groups fight international trade, regional specialization, international agreements on tariffs and trade, and national commercial policies. The macrofoundations of the course will focus on exchange rates, balance of payments, international investments, and coordination and cooperation of international monetary and fiscal policies. Prerequisites: ECO 221 and ECO 222.

ECO 425. Public Finance 4 hours

An analysis of the impact of federal, state, and local government expenditures, revenues, debt management, and budgeting on the allocation of resources, the distribution of income, the stabilization of national income and employment, and economic growth. Topics will include expenditure patterns, tax structure, benefit-cost analysis, policy analysis, and microeconomic and macroeconomic theories of public expenditures and taxation. Prerequisites: ECO 221 and ECO 222.

ECO 426. Internship in Economics 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at the Federal Reserve Bank and Prudential Securities. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

ECO 427. Independent Study in Economics 1-4 hours

Supervised research on a selected topic. Prerequisite: Permission of the instructor.

ECO 428. Special Topics in Economics 4 hours

An intense study of diverse topics under the direct supervision of an economics faculty member. Prerequisite: Permission of the instructor.

Education

Studies in education at Oglethorpe include undergraduate and non-degree post-baccalaureate teacher preparation programs in early childhood, middle grades, and secondary education. (Oglethorpe University also offers a Master of Arts in Early Childhood Education and Master of Arts in Middle Grades Education. For information about these programs, please consult the *University College Bulletin*.) Grounded in the liberal arts tradition, these programs emphasize strong academic preparation and the notion of teacher as learner. Teacher education at Oglethorpe University is designed to challenge students to think critically about issues in education, to be informed decision makers, and to become change agents in their schools. The teacher preparation program has strong connections to the Atlanta community, both urban and suburban. Oglethorpe is committed to preparing teachers for the variety of settings and diverse populations of metropolitan schools.

Course work will lead to the Bachelor of Arts in early childhood education and certification to teach grades prekindergarten through five (P-5), or the Bachelor of Arts in middle grades education and certification for grades four through eight (4-8). Programs leading to certification in secondary education, grades seven through twelve (7-12), combine teacher education courses with an undergraduate major in English, mathematics, mathematics and computer science, science (biology, chemistry, or physics), or history. The teacher education curricula are approved by the Georgia Professional Standards Commission. Successful completion of the program is necessary to obtain a teaching certificate.

Note: Information regarding requirements for a degree in education contained in this *Bulletin* may be superceded by information in the Teacher Education Handbook.

Admission to the Teacher Education Program

Admission to Oglethorpe University does not admit a student to the Teacher Education Program. Students may apply to the Teacher Education Council for admission to the program during the second semester of the sophomore year. The following criteria will be used in granting admission to the program:

1. A minimum cumulative grade-point average of 2.8 from all college work and from all courses taken at Oglethorpe University.
2. A grade of "C" or higher in both semesters of the freshman core courses Narratives of the Self I and II (or Analytical Writing).
3. A passing score on all sections (reading, writing, and mathematics) of the Praxis I Pre-Professional Skills Test (PPST) developed and administered by Educational Testing Service. Applicants are exempt from this requirement if they have earned qualifying scores on any of these tests:
 - SAT total score 1000, with at least 480 verbal and 520 mathematical
 - ACT total score 22, with at least 21 verbal and 22 mathematical
 - GRE total score 1030, with at least 490 verbal and 540 quantitative
4. A 500- to 1000-word written statement describing experiences in working with children or youth as, for example, a tutor, camp counselor, day care worker, church school teacher, substitute teacher, or volunteer working with children.
5. Three letters of recommendation: One from the faculty advisor, one from another University professor, and one from a person of the student's choice.

Completion of the Teacher Education Program

Once admitted, the student's progress and record are subject to regular review by the advisor, other faculty, and the Teacher Education Council. Students with observed deficiencies in English or their subject field will be required to correct them before student teaching. No student on academic probation will be scheduled for student teaching until such probation is removed. Completion of the Teacher Education Program requires the following steps:

1. Gain admission to the Teacher Education Program.
2. Maintain a cumulative grade-point average of 2.8 or higher from all college work and all work taken at Oglethorpe.
3. Complete a field experience that includes preplanning workdays for teachers and the opening of the school year for students. Apply by March 1 of the junior year.
4. Pass the appropriate Praxis II tests for the certification field. Praxis is a nationally recognized test of content and pedagogical knowledge developed and administered by Educational Testing Service. Check the Teacher Education Handbook to determine which specialty area tests must be taken. Passing scores on these tests are required for teacher certification in Georgia and are a prerequisite to student teaching at Oglethorpe University. Students who passed the appropriate Georgia Teacher Certification Test prior to July 1, 1997 do not need to take the Praxis II tests.
5. Complete a minimum of 12 hours of education courses, in addition to student teaching, at Oglethorpe.
6. Successful defense of the cumulative education portfolio
7. Complete student teaching successfully. Apply by October 1 for spring placement and by March 1 for fall placement. Prerequisites to student teaching include a passing score on the appropriate forms of Praxis II, a cumulative grade-point average of 2.8 or higher in all college work and in all courses taken at Oglethorpe, completion of all professional and teaching field courses with grades of at least "C," and satisfactory field experiences. Students must show proof of liability insurance. Student teaching placement in some school districts may also require a background check and/or fingerprinting.

Early Childhood Education Major

The early childhood education major focuses on teaching in grades pre-kindergarten through five. The program includes professional education and methods courses in all content areas. The program culminates in a full semester of student teaching. Early childhood majors are strongly urged to complete a minor in a content field. Program requirements for early childhood education are available from any education faculty member and must be followed closely to avoid scheduling problems in completion of the degree requirements.

The following courses are required:

- | | |
|---------|--|
| EDU 101 | Introduction to Education |
| EDU 201 | Educational Psychology |
| EDU 220 | Mathematics for Teachers |
| EDU 300 | Introduction to Early Childhood Education |
| EDU 321 | Teaching Language Arts and Reading: Grades P-5 |
| EDU 324 | Teaching Social Studies: Grades P-5 |

EDU	327	Art, Music, and Movement
EDU	401	The Exceptional Child
EDU	410	Teaching Mathematics: Grades P-5
EDU	413	Teaching Science and Health: Grades P-5
EDU	449	Special Topics in Education: Applied Linguistics
EDU	459	Elementary Student Teaching and Seminar
PSY	101	Psychological Inquiry
PSY	201	Child and Adolescent Psychology

Middle Grades Education Major

The middle grades education major focuses on teaching in grades four through eight. The program includes a minor in English, science, mathematics, or social studies; professional education courses; and methods courses in four basic content areas. Program requirements for middle grades education are available from any education faculty member and must be followed closely to avoid scheduling problems in completion of the degree requirements.

In addition to a content minor, the following courses are required:

EDU	101	Introduction to Education
EDU	201	Educational Psychology
EDU	220	Mathematics for Teachers
EDU	301	Nature and Needs of the Middle Grades Learner
EDU	322	Teaching Language Arts and Reading: Grades 4-8
EDU	325	Teaching Social Studies: Grades 4-8
EDU	401	The Exceptional Child
EDU	411	Teaching Mathematics: Grades 4-8
EDU	414	Teaching Science: Grades 4-8
EDU	449	Special Topics in Education: Applied Linguistics
EDU	469	Middle Grades Student Teaching and Seminar
PSY	101	Psychological Inquiry
PSY	201	Child and Adolescent Psychology

Secondary Teacher Certification With Degree in a Subject Major

Students seeking secondary education certification must apply for admission to the Teacher Education Program. It is essential that the student confer with an education faculty member in addition to his or her subject field advisor to plan a schedule that fulfills the certification requirements and to seek advice about courses within their disciplines that are relevant to teaching at the high school level.

Students who desire secondary (grades 7-12) teacher certification in addition to a major in English, history, mathematics, biology, chemistry, or physics will take the following professional education courses:

EDU	101	Introduction to Education
EDU	201	Educational Psychology
EDU	302	Secondary Curriculum
EDU	401	The Exceptional Child
EDU	479	Secondary Student Teaching and Seminar
PSY	101	Psychological Inquiry
PSY	201	Child and Adolescent Psychology

A discipline-specific methods course

Post-baccalaureate Teacher-Certification

The post-baccalaureate teacher-certification program is designed for persons who have completed a bachelor's degree in a discipline other than education. This non-degree program leads to certification in early childhood (P-5), middle grades (4-8), or the secondary (7-12) teaching fields of English, history, mathematics, or science.

Requirements for admission to the post-baccalaureate teacher certification program include a cumulative grade-point average of not less than 2.8 and admission to the Teacher Education Program as described above.

Post-baccalaureate students are required to take a minimum of three of the required education courses at Oglethorpe University in order to be eligible for student teaching. The student's advisor will review transcripts of previous college work and determine which course requirements have already been met.

Students seeking secondary certification must have a major in the disciplines for which they are seeking certification, or meet the Oglethorpe University course requirements for the major. These content requirements must be met prior to taking professional courses.

Course work will be taken at the undergraduate level; however, students seeking certification in early childhood or middle grades may take a maximum of three courses at the graduate level to be applied toward a master's degree.

Requirements for completion of the post-baccalaureate program are the same as those listed for undergraduate students.

EDU 101. Introduction to Education 4 hours

A study of the historical development, the philosophy, and the political and social issues underlying the American educational system and the teaching profession. Provision is made for classroom observation in public schools in the Atlanta area.

EDU 201. Educational Psychology 4 hours

A study of learning theory and its application to such problems as classroom management, the organization of learning activities, understanding individual differences, and evaluating teaching and learning. Emphasis is given to factors, which facilitate and interfere with learning. Prerequisite: PSY 101 with a grade of "C" or higher.

EDU 220. Mathematics for Teachers 4 hours

A survey of basic concepts, principles, and skills of algebra and geometry appropriate for elementary- and middle-school teachers. Topics from algebra will include foundations of number theory and a comprehensive study of the algebraic operations over the set of real numbers. Topics in geometry will include measurement, including area and volume, spatial sense, transformations, and coordinate geometry. Topics from probability and statistics will also be investigated. Emphasis will be placed on a problem-solving approach along with activities to develop the student's ability to communicate mathematically. Technology and appropriate physical models will be integrated to aid in the intuitive development of mathematical concepts along with formal development. Prerequisite: Admission to the Teacher Education Program.

EDU 300. Introduction to Early Childhood Education 4 hours

This course is designed to acquaint the student with various types of programs provided for young children. Theories of early childhood education and social/cultural issues will be discussed. Students will become familiar with and critique studies of early childhood practices, trends, and issues. Provision is made for observation by students in various early childhood programs in the Atlanta area. Prerequisite: Admission to the Teacher Education Program.

EDU 301. Nature and Needs of the Middle Grades Learner 4 hours

This course relates the characteristics and development of middle grades learners to the rationale, organization, teaching methods, and curricula of the middle school. A field-based component is included. Prerequisite: Admission to the Teacher Education Program.

EDU 302. Secondary Curriculum 4 hours

This course examines the nature and goals of secondary education and various secondary curriculum theories. Students develop lesson plans and a unit of study. Provision is made for students to observe classrooms in the Atlanta area. Prerequisite: Admission to the Teacher Education Program.

EDU 321. Teaching Language Arts and Reading: Grades P-5 4 hours

This course examines the NCTE/IRA Standards for Teaching the English Language Arts, professional literature, curriculum, materials, and instructional strategies for teaching language arts and reading in grades preschool through five. Particular emphasis is placed on classroom application of research and theory to literature-based instruction and the writing process. Students will engage in personal writing, and demonstrate skill in responding to the writing of others. Field experiences will allow participation in the teaching of language arts and reading. Prerequisites: EDU 201 and admission to the Teacher Education Program.

EDU 322. Teaching Language Arts and Reading: Grades 4-8 4 hours

This course examines curriculum, materials, and instructional strategies for teaching language arts and reading in grades four through eight. Emphasis is placed on classroom application of the NCTE/IRA Standards for Teaching the English Language Arts to literature-based instruction, the writing process, and integration of language arts across the curriculum. Students will engage in personal writing, respond to literature, and become acquainted with professional literature pertaining to the teaching of the English language arts. Field experiences will allow students to implement what they are learning. Prerequisites: EDU 201 and admission to the Teacher Education Program.

EDU 323. Teaching Language Arts and Reading: Grades 7-12 4 hours

The NCTE/IRA Standards for Teaching the English Language Arts form a basis for this course which is designed to prepare English majors to teach reading, literature, and writing in grades seven through twelve. The course examines language processes at a theoretical level, then focuses on methods, materials, and pedagogical procedures for effective teaching of the English language arts with emphasis on a literature-based approach and integration of reading and writing.

Field experiences will allow students to implement what they are learning. Prerequisites: EDU 201 and admission to the Teacher Education Program.

EDU 324. Teaching Social Studies: Grades P-5 4 hours

This course examines social studies in grades P-5 through a constructivist perspective. This perspective recognizes that the goal of social studies education is to actively engage students in the construction and relating of knowledge, to advance the freedom of individuals, and to provide and promote an atmosphere of experimentation. Social studies is presented as a product and as a process within and outside the school setting. Students apply the national standards of social studies to the curriculum, and interpret and use the synoptic method of social studies as a way to develop, connect, and extend sociocultural experiences, which support citizenship. In addition, students review, critique, and report current studies and perspectives in social studies which ground components. Prerequisites: EDU 201 and admission to the Teacher Education Program.

EDU 325. Teaching Social Studies: Grades 4-8 4 hours

This course examines social studies in grades 4-8 through a constructivist perspective. This perspective recognizes that the goal of social studies education is to actively engage students in the construction and relating of knowledge, to advance the freedom of individuals, and to provide and promote an atmosphere of experimentation. Social studies is presented as a product and as a process within and outside the school setting. Students apply the national standards of social studies to the curriculum and interpret and use the synoptic method of social studies as a way to develop, connect, and extend sociocultural experiences, which support citizenship. In addition, students review, critique, and report current studies and perspectives in social studies which ground components. Prerequisites: EDU 201 and admission to the Teacher Education Program.

EDU 326. Teaching Social Studies: Grades 7-12 4 hours

This course examines social studies in grades 7-12 through a constructivist perspective. This perspective recognizes that the goal of social studies education is to actively engage students in the construction and relating of knowledge, to advance the freedom of individuals, and to provide and promote an atmosphere of experimentation. Social studies is presented as a product and as a process within and outside the school setting. Students apply the national standards of social studies to the curriculum, and interpret and use the synoptic method of social studies as a way to develop, connect, and extend sociocultural experiences, which support citizenship. In addition, students review, critique, and report current studies and perspectives in social studies which ground components. Prerequisites: EDU 201 and admission to the Teacher Education Program.

EDU 327. Art, Music, and Movement 4 hours

This is an interdisciplinary study of the fundamentals of art, music, and movement education, including methods and materials appropriate for teaching. Emphasis is placed on integrating art, music, and movement across the elementary school curriculum. Experience in the schools is included. Prerequisites: EDU 201 and admission to the Teacher Education Program.

EDU 401. The Exceptional Child 4 hours

This course is designed to assist regular classroom teachers in the identification and education of children who have special needs. In addition to characteristics of special learners, students will study topics such as the referral process, educational approaches for use with special learners, methods of diagnostic teaching, mainstreaming, and inclusion. Prerequisites: EDU 201 and admission to the Teacher Education Program.

EDU 410. Teaching Mathematics: Grades P-5 4 hours

This course is designed to prepare teachers to plan and teach mathematics in prekindergarten through grade five. The NCTM Curriculum and Evaluation Standards are emphasized. Experience in the schools is included. Prerequisites: EDU 201, a "C" or higher in EDU 220, and admission to the Teacher Education Program.

EDU 411. Teaching Mathematics: Grades 4-8 4 hours

This course is designed to prepare teachers to plan and teach mathematics in grades four through eight. The NCTM Curriculum and Evaluation Standards are emphasized. Experience in the schools is included. Prerequisites: EDU 201, a "C" or higher in EDU 220, and admission to the Teacher Education Program.

EDU 412. Teaching Mathematics: Grades 7-12 4 hours

This course is designed to prepare teachers to plan and teach mathematics in grades seven through twelve. The NCTM Curriculum and Evaluation Standards are emphasized. Experience in high school mathematics classes is included. Prerequisites: EDU 201 and admission to the Teacher Education Program.

EDU 413. Teaching Science and Health: Grades P-5 4 hours

This course examines the rationale, curricula, teaching methods, and materials for teaching science and health in the elementary school. Emphasis is placed on a hands-on, discovery approach to teaching. National standards for the teaching of science are addressed. Experience in elementary schools is included. Prerequisites: EDU 201 and admission to the Teacher Education Program.

EDU 414. Teaching Science: Grades 4-8 4 hours

This course examines the rationale, curricula, teaching methods, and materials for teaching science in the middle grades. Emphasis is placed on a hands-on, discovery approach to teaching. National standards for the teaching of science are addressed. Experience in science classrooms is included. Prerequisites: EDU 201 and admission to the Teacher Education Program.

EDU 415. Teaching Science: Grades 7-12 4 hours

This course examines the rationale, curricula, teaching methods, and materials for teaching science in the high school. Emphasis is placed on a hands-on, discovery approach to teaching. National standards for the teaching of science are addressed. Experience in high school science classes is included. Prerequisites: EDU 201 and admission to the Teacher Education Program.

EDU 449. Special Topics in Education 4 hours

A variety of courses will be offered to respond to topical needs of the curriculum, such as Applied Linguistics; may be taken for credit more than once.

EDU 459. Elementary Student Teaching and Seminar 16 hours

Student teaching is the culminating experience in the Teacher Education Program. For an entire semester the student participates in an elementary school classroom in the Atlanta area under the supervision of a qualified supervising teacher. This is designed to promote gradual introduction to responsible teaching, including participation in the supervising teacher's usual daily responsibilities and extracurricular activities. A weekly seminar on the University campus focuses on classroom management strategies and professional issues. Prerequisites: Approval, Opening of School Experience, completion of all other course requirements, and passing scores on the Praxis II tests required for early child certification.

EDU 469. Middle Grades Student Teaching and Seminar 16 hours

Student teaching is the culminating experience in the Teacher Education Program. For an entire semester the student participates in a middle grades classroom in the Atlanta area under the supervision of a qualified supervising teacher. This is designed to promote gradual introduction to responsible teaching, including participation in the supervising teacher's usual daily responsibilities and extracurricular activities. A weekly seminar on the University campus focuses on classroom management strategies and professional issues. Prerequisites: Approval, Opening of School Experience, completion of all other course requirements, and passing scores on the Praxis II tests required for middle grades certification.

EDU 479. Secondary Student Teaching and Seminar 16 hours

Student teaching is the culminating experience in the Teacher Education Program. For an entire semester the student participates in a high school classroom in the Atlanta area under the supervision of a qualified supervising teacher. This is designed to promote gradual introduction to responsible teaching, including participation in the supervising teacher's usual daily responsibilities and extracurricular activities. A weekly seminar on the University campus focuses on classroom management strategies and professional issues. Prerequisites: Approval, Opening of School Experience, completion of all other course requirements, and passing scores on the Praxis II tests required for certification in the content field.

Engineering - Dual Degree

Oglethorpe is associated with the Georgia Institute of Technology, the University of Florida, Auburn University, Mercer University, and the University of Southern California in combined programs of liberal arts and engineering. The programs require the student to complete three years at Oglethorpe University and the final two years at one of these engineering schools. The three years at Oglethorpe include core curriculum courses, General Chemistry I and II, College Physics I and II, Calculus I-III, and a choice of Differential Equations or Linear Algebra. The two years of technical education require the completion of courses in one of the branches of engineering.

In this combined plan, the two degrees which are awarded upon the successful completion of the program are the degree of Bachelor of Arts by Oglethorpe University and the degree of Bachelor of Science in Engineering by the engineering school. Because the required pre-engineering curricula of the five affiliated schools are slightly different, the student is advised to consult frequently with the faculty member serving as dual degree engineering program advisor.

Engineering is a difficult subject. Students can maximize their chances for success by starting at Oglethorpe where the faculty's primary concern is effective teaching and working closely with students. Classes are small, and laboratories offer the opportunity for hands-on experience with sophisticated equipment. This strong foundation gives the student an excellent preparation for professional school, resulting in more effective learning in advanced engineering courses. As a liberal arts and sciences university, Oglethorpe stresses broad education for intelligent leadership. Here, the student will explore the fundamental fields of knowledge, further his or her understanding of science and mathematics, and refine the abilities to read, write, speak, and reason with clarity. This preparation will serve the student well in any career but particularly so in the engineering field. With strong preparation in engineering plus a liberal arts education, the student will be ready for a variety of career positions. The dual degree engineering program provides an education that is both broad and deep - a combination that will serve the graduate well as career responsibilities increase.

Note: Dual-degree students in engineering may not use Oglethorpe financial aid assistance to attend other institutions.

English

In literature courses, students examine written works to determine their meaning, to reach judgments about their value, to explore their relation to life, and to derive pleasure. To these ends, students make written and oral analyses, supporting their conclusions with close examination of specific passages from the works of literature being studied. In both literature and writing courses, students learn to compose their generalizations and supporting details into a coherent structure of thought and language.

An English major at Oglethorpe is excellent preparation for law school or any other professional training that requires students to interpret written material and support their assertions with specific evidence. Given the expressed need in the business community for people who can communicate well orally and on paper, the combination of an English major and courses in business administration or an accounting minor may be very attractive to prospective employers. The course Business and Technical Communications focuses on the kinds of speaking and writing abilities graduates will need to get and keep jobs in personnel, sales, and management. Oglethorpe graduates also work in public relations and editing, where they use their skill with words - a major emphasis of every English course. They go into teaching, and sometimes work for publishers, television stations, film-making companies, or computer firms. They write press releases, training manuals, in-house newspapers, and news copy.

To help students bridge the gap between academic life and work experience, Oglethorpe places English majors in internships with area newspapers, publishing

companies, public relations firms, cultural associations, and radio and television stations. Such experiences enhance students' chances of finding the jobs they want after graduation.

Major

Students who major in English are required to take four period courses: Ancient Literature, Medieval and Renaissance Literature, The Enlightenment Through Victorian Literature, and Modern and Contemporary Literature. Students also are required to take one writing course; Shakespeare or Chaucer; and four electives from the upper-level (300) literature courses. In addition, students majoring in English are strongly encouraged to undertake foreign language study while at Oglethorpe, perhaps by choosing the language option of the semiotics requirement in the core curriculum. Studying a foreign language is particularly important for students planning to do graduate work in English. The degree awarded is the Bachelor of Arts.

Minor

Students who minor in English are required to take a minimum of five literature courses. At least three of these must be upper-level (300) courses.

ENG 100. Independent Study in Literature and Composition 1-4 hours

Supervised study in specified genres or periods. Prerequisite: Permission of the instructor.

ENG 101. Ancient Literature 4 hours

This course will examine the literature of the ancient world. Although the primary focus will be on Greek, Roman, and Hebrew culture, non-Western materials may also be studied. Works and authors might include: Gilgamesh, Homer, Job, and Virgil.

ENG 102. Medieval and Renaissance Literature 4 hours

This course will examine the transition of the cultural world of Dante to that of Shakespeare and Milton. Although the primary focus will be Western, non-Western works may also be studied. Texts and authors might include: Chretien, Dante, The Tale of Genji, Chaucer, Montaigne, Shakespeare, Cervantes, and Milton.

ENG 103. The Enlightenment Through Victorian Literature 4 hours

This course will investigate literature of the 18th and 19th centuries. Authors might include: Defoe, Pope, Basho, Austen, Emerson, Twain, and George Eliot.

ENG 104. Modern and Contemporary Literature 4 hours

This course will investigate the literature of the 20th century. Authors might include: T. S. Eliot, Woolf, Lawrence, Frost, Morrison, and Marquez.

ENG 201. Chaucer 4 hours

Students will learn to read and appreciate the works of Geoffrey Chaucer, the first great English poet, in his original language; to enjoy the rich and varied nature of his works; and to appreciate why he is called "the Father of English." Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG 202. Shakespeare 4 hours

The plays and theatre of William Shakespeare. Offered in alternate years. Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG. 230. Creative Writing..... 4 hours

This course is an introduction to writing poetry and prose fiction. The student will be asked to submit substantial written work each week, keep a journal, and read published writers. Much class time will be spent discussing student and published work. Prerequisites: COR 101 and COR 102.

ENG 231. Biography and Autobiography 4 hours

This course is an introduction to biographical and autobiographical writing with practice in the personal narrative as well as other forms such as the profile and the interview. Students will submit substantial written work each week and keep a journal. The class will follow a workshop format, discussing the students' and published work. Prerequisites: COR 101 and COR 102.

ENG 300. The Bible as Literature 4 hours

This course will examine the Bible as a literary artifact and within an historical context. Students will be particularly interested in the varied ways in which the Bible generates meaning. These include archetypal repetition, the weaving together of historically disparate texts, parable, and allegory. Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG 301. Russian Literature 4 hours

This course will consist of Russian literature in translation, mostly fiction, mostly from the 19th century. Central to the course is Anna Karenina. In addition to Tolstoy, authors might include: Gogol, Dostoevski, and Chekhov. Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG 302. The Child in Literature 4 hours

This course will involve a wide-ranging study of works which employ innocence, particularly in childhood, in order to deepen the understanding of experience. Authors might include: Sophocles, Blake, Carroll, James, and Kafka. Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG 303. American Poetry 4 hours

This course will consider the work of major American poets such as Whitman, Dickinson, Frost, Eliot, and Williams. Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG 304. Images of Women in Literature 4 hours

An exploration of various stereotypical, archetypal, and realistic images of women in literature. Prerequisites: COR 101, COR 102, and one 100-level English course.

WGS 304. Women Poets 4 hours

This course is a survey of poetry by women, from ancient Chinese, Persian, and others in translation, to medieval Irish and Renaissance English, to 19th- and 20th-

century Americans, as well as Eastern Europeans and Latin Americans in translation. Included will be several recent poets such as Gwendolyn Brooks, Adrienne Rich, and Mary Oliver in order to discover what themes, images, and attitudes, if any seem to emerge from the works. Prerequisites: COR 101 and COR 102.

ENG 305. The Literature of King Arthur and Camelot 4 hours

This course will acquaint students with the medieval origins of the Arthurian legends and the best of the contemporary versions of the legends. Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG 306. Special Topics in Drama 4 hours

Drama as literature and genre, through survey and period studies. Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG 307. Milton 4 hours

This course will examine the major prose and poetry of John Milton and their place in 17th century English culture. Works studied will include *Areopagitica*, *Lycidas*, *Samson Agonistes*, and *Paradise Lost*. Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG 308. Special Topics in Poetry 4 hours

This course will focus on particular poets, movements, styles, or periods. Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG 309. Literature of the City and the Country 4 hours

This course will concentrate on 19th and 20th century English and American literature in order to deepen the student's understanding and test the conceptions of the natural and the urban. Authors might include Wordsworth, Dickens, Thoreau, Woolf, and Frost. Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG 310. Special Topics in Fiction 4 hours

English, American, and continental narrative prose will be examined in the context of theme, period, or genre. Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG 311. Ulysses.....4 hours

This course will focus on a thorough reading of *Ulysses* but might also examine other works by James Joyce, such as *Dubliners*, *A Portrait of the Artist as a Young Man*, and selections from *Finnegans Wake*. Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG 312. Special Topics in Literature and Culture 4 hours

Courses relating literature with aspects of social and intellectual history or a particular issue or theme. Possible offerings may include women in literature, American civilization, African-American (or other ethnic) literature, popular culture, the literature of a single decade, children's literature, and myth and folklore in literature. Usually offered in alternate years. Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG 313. African-American Literary Traditions 4 hours

This course surveys African-American literature and literary history. It begins with a close examination of the slave narrative and the African-American sentimental novel of the 19th century. An exploration is made of the literature of the Harlem Renaissance, followed by works like Ralph Ellison's *Invisible Man* and Richard Wright's *Native Son*. Finally, civil rights era literature and works by authors such as Gloria Naylor and Alice Walker will be examined. Prerequisites: COR 101, COR 102, and one 100-level English course, preferably Modern and Contemporary Literature.

ENG 314. Special Topics in Major British and American Authors 4 hours

An intensive study of between one and five British or American authors. Prerequisite: COR 101, COR 102, and one 100-level English course.

ENG 315. Vision, Violence, and Community in Milton,

Blake, Whitman, and Yeats 4 hours

This course will examine works by four major visionary poets. In the historical context of English civil war, the French Revolution, the American Civil War, and World War I and the Irish rebellions, they tried to envision for their cultures a restoration of community between the temporal and the eternal, the human and the divine. In times of fragmentation and crisis, each re-invented a traditional mythology. A study will be made of their individual visions to those collective myths and to personal struggles. Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG 330. Writing Poetry 4 hours

In weekly assignments students will try free verse and various forms in the effort to discover and to embody more and more truly what they have to say. Much time will be spent reading published poets, responding to student work in class, and trying to generate language that reveals rather than explains intangible "meanings." Prerequisites: COR 101 and COR 102.

ENG 331. Writing Prose, Fiction, and Nonfiction 4 hours

Students will get instruction and substantial practice in writing fictional and nonfictional prose which aims at getting what Henry James called "a sense of felt life" onto the page. The class will follow a workshop format with weekly assignments, journal writing, extensive discussion of student work, and reading of published examples. Prerequisites: COR 101 and COR 102.

ENG 401. Internship in English 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at Atlanta Magazine, The Knight Agency, and Peachtree Publishers. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Environmental Studies - Dual Degree

The Cooperative College Program coordinates the education of students at Oglethorpe University with graduate programs in environmental studies and natural resources offered by the Nicholas School of the Environment at Duke University. This program provides a unique combination of liberal and professional education well suited for those desiring to enter the fields of environmental studies or natural resources. Participating Oglethorpe students are accepted into either of two degree programs at Duke: the Master of Environmental Management (MEM) or the Master of Forestry (MF). The degree awarded is determined by the student's area of concentration at Duke. The program accommodates a wide range of undergraduate backgrounds, and experience indicates that students majoring in one of the natural or social sciences, pre-engineering, economics, or business administration are best suited for it. Although some students may prefer to complete the baccalaureate degree before undertaking graduate study at Duke, highly qualified students can reach a satisfactory level of preparation with three years of coordinated undergraduate study at Oglethorpe; all final admission decisions rest with the Nicholas School of the Environment. A Bachelor of Arts degree is awarded by Oglethorpe University upon successful completion of one year of study at Duke; after four semesters at Duke, in which at least 48 semester units of credit are earned, these students may qualify for one of the professional master's degrees.

There are six areas of concentration for the professional master's degree programs offered by the Nicholas School of the Environment: Coastal Environmental Management; Environmental Toxicology, Chemistry, and Risk Assessment; Resource Ecology; Resource Economics and Policy; Water and Air Resources; and Forest Resource Management. The undergraduate course requirements are highly flexible for some areas of concentration; others are more stringent. All of the programs have the following requirements:

1. Completion of the Oglethorpe University core courses.
2. Training in the natural sciences or social sciences related to the student's area of interest in natural resources and environmental science.
3. Completion of at least one introductory course in calculus - either Applied Calculus or Calculus I.
4. Completion of a statistics course that includes descriptive statistics, probability distributions, hypothesis testing, confidence intervals, correlation, simple linear regression and simple ANOVAs. Statistics at Oglethorpe fulfills this requirement.
5. A working knowledge of microcomputers for word processing and data analysis. Introduction to Computer Applications Software fulfills this requirement, although students with extensive experience with computers may have other options.

Qualified students who have interests outside of the structured programs of the Nicholas School of the Environment are permitted to design individual programs of study; all such individual programs are subject to approval by the Education Committee of the Nicholas School of the Environment.

Note: Dual-degree students in environmental studies and natural resources may not use Oglethorpe financial aid assistance to attend Duke University.

Foreign Languages

In order to study in any given foreign language, all students with previous study or experience in that language must take a language proficiency examination during Make the Connection weekend or immediately prior to fall registration. They will be placed in the course sequence according to their competence. Students are not eligible to enroll in elementary and intermediate courses in their primary language.

Please refer to specific foreign languages in alphabetical order of this section for respective course offerings.

FOR 201. Special Topics in Foreign Language, Literature, and Culture 4 hours

A course in which advanced conversation or topical aspects of the literature and cultural phenomena of a language not regularly offered is explored.

FOR 425. Internship in Foreign Language 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at the Atlanta Hispanic Chamber of Commerce, Georgia Council for International Visitors, and the Georgia Department of Industry, Trade, and Tourism. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

French

A French major is designed to help the student become increasingly knowledgeable about the language, literature and cultures of the people who speak and live the French language. Courses that focus on developing language skills (reading, writing, listening comprehension, and speaking) are followed by more advanced study in literature, film, and civilization. Acquiring familiarity with culture in the French-speaking world is a goal throughout the program. The study of another language should provide the means to appreciate more fully the global community to which all of us increasingly belong. It should also furnish an insightful view of one's own culture and language. Students can pursue graduate degrees or prepare themselves for careers in international business or politics.

The study of another culture and language is greatly enhanced by an experience studying and living where the language is spoken. French majors are therefore required to study and live in a French-speaking country for one semester after having completed an initial sequence of courses and before beginning advanced

classes in the language at Oglethorpe. This can be accomplished by participating in the exchange program with one of the University's partners in France or by making other suitable arrangements in consultation with the student's advisor. Native speakers of French may complete the study abroad portion of the major at Oglethorpe or through cross registration for courses at Atlanta Regional Consortium for Higher Education (ARCHE) institutions.

French majors are also strongly recommended to consider courses in French and European history, or other related fields.

All students with previous study or experience in French must take a language placement examination during Make the Connection weekend or immediately prior to fall registration. They will be placed in the course sequence according to their competence. Under no circumstances should students with past experience in the language place themselves in courses, especially at the elementary level. Students are not eligible to enroll in elementary and intermediate courses in their primary languages.

Major

Students who major in French must first complete the following requirements:

- FRE 201 Intermediate French
- FRE 301 French Conversation and Composition
- FRE 302 French Lyric and Literary Prose

Students will then complete a semester in an approved study abroad program, which should include a minimum of 12 semester hours. Returning students must complete three upper-level (300 or 400) courses in French.

Elementary Spanish I or II, as determined through the Spanish placement test, is also required. It is recommended that this requirement be completed during the student's first two years.

The degree awarded is the Bachelor of Arts.

Minor

A minor in French consists of these three obligatory courses:

- FRE 201 Intermediate French
- FRE 301 French Conversation and Composition
- FRE 302 French Lyric and Literary Prose

One upper-level (300 or 400) course is required to complete the minor. Certain requirements may be met through an approved study abroad program.

FRE 101, FRE 102. Elementary French I, II 4 plus 4 hours

This course is beginning college French, designed to present a sound foundation in understanding, speaking, reading and writing contemporary French. Prerequisite: None for FRE 101; FRE 101 required for FRE 102, or placement by testing.

FRE 201. Intermediate French 4 hours

This course involves further practice in developing oral and written skills. Introduction to a variety of unedited French texts will be included. Prerequisite: FRE 102 or placement by testing.

FRE 301. French Conversation and Composition 4 hours

This course focuses on the development of oral skills through practice in group

settings and individual class presentations combined with weekly writing assignments in French to be revised on a regular basis. A study of style and grammatical forms used exclusively in the written language completes the course work. Prerequisite: FRE 201 or placement by testing.

FRE 302. French Lyric and Literary Prose 4 hours

Selected texts from French literature are studied as examples of prose, poetry and drama. Students will read original works from the French Renaissance and the classical and modern periods. Taught in French. Prerequisite: FRE 301 or placement by testing.

FRE 401. Special Topics in French Language, Literature, and Culture .. 4 hours

Topical aspects of the literature and cultural phenomena associated with the French language are explored in this course. Offerings will vary according to faculty and student interest. Prerequisite: FRE 301.

FRE 402. The Modern French Republics and Their Institutions 4 hours

A study of both political and cultural institutions in France from 1870 to the present with emphasis on the traditions established by the new republican government in the 1880s and the creation in 1958 of the Fifth Republic under which France is currently governed. Taught in French. Prerequisite: FRE 301.

FRE 403. Franco-American Relations in Trade and Culture 4 hours

This course is an orientation to French business and cultural communities and considerations of existing connections with their American counterparts. The course includes an introduction to business French. Guest lecturers are invited from the diplomatic and business community in the wider Atlanta area. Field trips are also organized to consulates, trade offices, and businesses. Taught in French. Prerequisite: FRE 301.

General Science

The physical science and biological science courses are appropriate for students who have a good background in algebra but a minimal one in other sciences. Students with excellent preparation in the sciences may elect one of the regular lecture-and-laboratory courses in biology, chemistry, or physics.

GEN 101. Natural Science: The Physical Sciences 4 hours

This topically-oriented course will examine the many facets of scientific investigation. These include the underlying assumptions, the limitations, the provisional nature, and the power of the scientific process, as well as the influences of science on other aspects of human activity. Experimentation is the hallmark of scientific investigation. As such, laboratory experimentation will be a distinguishing feature of this course. Course time devoted to experimentation in the laboratory, as well as inside and outside the classroom, will intertwine with time devoted to discussion and lecture. Natural Science: The Physical Sciences will deal with a topic drawn from the physical sciences. These will include, but not be limited to: Chemistry, Cosmology, Descriptive Astronomy, History of Science, Meteorology, Modern Scientific Perspectives of the Universe, and Oceanography. Prerequisite: MAT 103 or by examination.

GEN 102. Natural Science: The Biological Sciences 4 hours

This course is designed to examine the many facets of scientific investigation. Laboratory experimentation will be an important feature, with course time devoted to experimentation in the laboratory as well as the classroom. Rather than a survey of the entire field of biology, this effort will be directed toward specific topics such as, but not limited to: Cancer, Cell Biology, Human Biology, Ecology, and Evolution.

GEN 200. Internship in Science 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at Piedmont Hospital, The Centers for Disease Control and Prevention, and Accura Analytical Laboratory. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

GEN 251. Science Seminar 1 hour

This course is open only to students who are majoring in biology, chemistry or physics who have completed all of the first year course requirements in their major. The course is designed to give practice in the preparation, delivery, and discussion of scientific papers. One hour of credit is given per semester; the course may be scheduled at any time after the student has completed the freshman-level requirements in the science major. Meetings of the science seminar are held a minimum of twice each month during the regular academic year. Each science major is expected to prepare, deliver, and defend a paper for at least one seminar meeting during the period of enrollment; other seminar papers will be presented by invited speakers, including members of the science faculty. Graded on a satisfactory/unsatisfactory basis during semesters when a presentation is not given; the semester during which a presentation is given is letter-graded.

German

All students with previous study or experience in German must take a language placement examination during Make the Connection weekend or immediately prior to fall registration. They will be placed in the course sequence according to their competence. Under no circumstances should students with past experience in the language place themselves in courses, especially at the elementary level. Students are not eligible to enroll in elementary and intermediate courses in their primary languages.

GER 101, GER 102. Elementary German I, II 4 plus 4 hours

This course is beginning college German, designed to develop the ability to understand, speak, read, and write contemporary German. Prerequisite: None for GER 101; GER 101 required for GER 102, or placement by testing.

GER 201. Intermediate German I 4 hours

This course will focus on practice in speaking and understanding German, accompanied by a review of grammar. Reading and discussion of short literary texts. Prerequisite: GER 102 or placement by testing.

GER 202. Intermediate German II 4 hours

This course is a continuation of Intermediate German I with practice in spoken German and added emphasis on writing. Reading materials include both contemporary topics and selections from literature. Video-taped materials provide further acquaintance with German speakers and culture. Prerequisite: GER 201 or placement by testing.

GER 301, GER 302. Special Topics in German Language, Literature, and Culture I, II 4 plus 4 hours

Topical aspects of the literature and cultural phenomena associated with the German language are explored in this two-semester sequence of courses. Prerequisite: GER 202.

For a listing of foreign institutions and programs with which Oglethorpe has exchange agreements and affiliations, please see International Exchange Partnerships/Study Abroad in the Educational Enrichment section of this *Bulletin*. Of particular interest to students of German is the Oglethorpe exchange agreement with the University of Dortmund.

Greek

All students with previous study or experience in Greek must take a language placement examination during Make the Connection weekend or immediately prior to fall registration. They will be placed in the course sequence according to their competence. Under no circumstances should students with past experience in the language place themselves in courses, especially at the elementary level.

GRE 101, GRE 102. Attic Greek I, II 4 plus 4 hours

These courses will introduce students to the grammatical and syntactical elements of the Attic dialect of 5th century Athens. Mastery of these materials will enable students to read works written by Thucydides, Sophocles, Plato, Aristotle, and other ancient authors of this period. Knowledge of Attic Greek will also provide a foundation for those wishing to study Homeric epic or The New Testament. Prerequisite: None for GRE 101; GRE 101 for GRE 102, or placement by testing.

History

The study of history introduces students to important events of the past and the people who played significant roles in them. Embracing the principal fields of liberal education, the study of history enlarges one's understanding of political organizations, geography, economic arrangements, social institutions, religious experiences and various forms of intellectual expression.

The history faculty at Oglethorpe University seeks to make its students aware of the constantly changing interpretations of the past and acquaint them with the increasing uses of the discipline in such fields as law, journalism, public relations, art, theology, diplomacy, and public service. Particular stress is placed on a mastery of the techniques of research, which enhance one's usefulness in many fields of professional life. Archival careers and postgraduate studies in history are options with which Oglethorpe students become familiar.

Major

Students majoring in history are required to take at least eight history courses. These must cover the following geographic areas and time periods (a course can simultaneously satisfy both one area and one time-period requirement): European, United States, and Latin American history; and ancient or medieval (before 1500), early modern (1500-1789), and modern (since 1789) history. At least one of these courses must have an emphasis on historiography - the study of historical methods and interpretations. Courses that satisfy this requirement include The Age of Chivalry, 800-1450, Early Modern Europe, The Age of Empire and Nationalism - Europe 1848-1914, German History to 1800, German History Since 1800, The Fall of Rome and the Barbarians, or any other course specifically designated by the instructor. In addition, the student must also take Investigative Writing, one course in Asian Studies, and at least one semester of a foreign language beyond the first-year level, or demonstrate the equivalent proficiency. The degree awarded is the Bachelor of Arts.

Minor

To complete a minor four courses must be taken.

HIS 101. The Foundations of the West 4 hours

This course will explore the history of the Western world from late antiquity to 1600, focusing on the rise of the Christian civilizations of Eastern and Western Europe and Islamic civilization. Special consideration will be given to the comparative study of ideas, religion, political institutions, and patterns of social organization. Through the use of primary documents and critical scholarly works, students will gain first-hand knowledge of the tools and methods of historical research.

HIS 102. The West and the Modern World 4 hours

This course covers the history of Western civilization (defined as all the societies descended from medieval Christendom) since 1600, with the focus on its modernization after 1789. This process destroyed the relative homogeneity of the old regime and fragmented the West along two fault lines: 1) socio-economic modernization, which varied profoundly between rich capitalist societies (Germany, Britain, United States, Australia) and poor socialist, neo-feudal, or neo-mercantilist ones (Russia, Romania, Mexico, Brazil); and 2) political modernization, which could be liberal, communist, or fascist. Prerequisite: HIS 101.

HIS 110. The Vikings and the Anglo-Saxons 4 hours

This course will examine the meteoric rise of the Scandinavians from obscurity to become the terror of Europe in the 8th through the 11th centuries. For purposes of comparison, a look will also be taken at the Vikings' more "civilized"

cousins, the Anglo-Saxons. While both medieval and modern historians have tended to draw a thick line between these two cultures, this course will suggest that both represent aspects of a general political, economic, and cultural zone in the Northern Seas.

HIS 210. The Age of Chivalry, 800-1450 4 hours

This course will cover the High and Later Middle Ages, from the later Carolingian period through the War of the Roses. The main focus will be on the evolution of state and society in northern and western Europe during these periods. Special attention will be given to such events as the rise of feudal monarchies, the Investiture Contest, the Norman Conquests, the Crusades, and the Hundred Years' War.

HIS 211. The Renaissance and Reformation 4 hours

Students will study the significant changes in European art, thought, and institutions during the period from 1300 to 1550. The course will focus on critical readings of primary sources from this era.

HIS 212. Early Modern Europe 4 hours

This course will examine the development of European society and politics from the end of the Reformation to the eve of the French Revolution. Special emphasis will be placed on the development of the modern state, the contest between absolutism and constitutionalism, and the Enlightenment.

**HIS 213. The Age of Revolution - Europe
and the Atlantic World 1776-1849 4 hours**

The "old regime" (serfdom, rule by monarchs and nobles, and a politically powerful church) and an agrarian way of life had prevailed in much of Europe and the New World since the Middle Ages. From 1776 on, however, a series of upheavals, such as the American and French revolutions, the Napoleonic Wars, the Latin American Wars of Independence, and the European revolutions of 1820-21, 1830-31, and 1848-49 had challenged the old order. This course studies the events of this dramatic period, including the Industrial Revolution and the rise of romanticism, socialism, nationalism, and liberalism.

HIS 214. The Age of Empire and Nationalism - Europe 1848-1914 4 hours

The six decades following the revolutions of 1848 were a period of remarkable power, prosperity, and creativity in Europe. New nation-states (Germany and Italy) were formed; old multiethnic empires (Russia and Austria-Hungary) seemed rejuvenated; and Europeans acquired immense colonial empires. Meanwhile, industrialization and modern science and art revolutionized European life and thought. However, this fusion of cultural and economic modernity with social and political conservatism concealed grave weaknesses that would lead, beginning in 1914, to the upheavals of world war, communism, and fascism.

HIS 215. The Age of World War - Europe 1914-1945 4 hours

This course examines the disasters that befell Europe in the three decades after 1914: World War I; the Russian Revolution; the ill-fated Treaty of Versailles; the rise of Mussolini; the Great Depression; the dictatorships of Hitler and Stalin; the

spread of fascism in the 1930s; and World War II. The course discusses the reasons for the failure of the international order to prevent two horrific military conflicts, and for the failure of moderate forces in many European countries - including Russia, Germany, Italy, and Spain - to block the rise to power of violent and millenarian political forces.

HIS 230. United States History to 1865 4 hours
A survey from Colonial times to 1865, concerned mainly with the major domestic developments of a growing nation.

HIS 231. United States History Since 1865 4 hours
A survey from 1865 to the present, concerned with the chief events which explain the growth of the United States to a position of world power.

HIS 240. Latin America to Independence 4 hours
Latin American history from the origins of pre-Columbian civilizations to independence will be examined by exploring: the origins and development of indigenous societies in Mesoamerica and the Andes; the conquest and colonization of (what became) Spanish and Portuguese America; the nature of colonial control; the response of indigenous populations to colonial society, administration, and religion; and the developing tensions between Spaniards and Creole elites. The movement for independence, which arose from a variety of issues, created by contrasting views and concerns of distant European authority and local cultural identity, will be studied. Finally, the major challenges that faced the newly emergent Latin American nations will be considered.

HIS 311. German History to 1800 4 hours
The Holy Roman Empire of the German Nation has been derided by Voltaire as being none of the above. At the same time, the Empire provided the primary political organization of pre-Modern Germany, from the 10th century to the Napoleonic Wars. This course will survey the general history of the Empire from the Renaissance to the end of the 18th century. Special emphasis will be paid to the primary social and constitutional questions of German history. How was it possible to balance the sovereignty of the individual states with the corporate needs of the Empire? Within the question lies a greater problem: How did this issue of a "balance of power" between the emperor and his estates relate to the general relations between rulers and the ruled? Prerequisite: Permission of the instructor.

HIS 312. German History Since 1800 4 hours
This course is a survey of German history in the 19th and 20th centuries, focusing on the unification of Germany in the 19th century, the Bismarckian state, the two world wars, the Weimar Republic, the Third Reich, and the division and subsequent reunification of Germany after World War II.

HIS 320. Russian History to 1861 4 hours
This course studies the thousand years from the formation of the Kievan state until the abolition of serfdom. It covers the Mongol invasion, the rise of Muscovy, the reign of Ivan the Terrible and the Time of Troubles, Imperial Russia's Westernization under Peter the Great, and its apogee under Catherine the Great and her grandsons.

HIS 321. Russian History Since 1861 4 hours

This course studies Russian history from the abolition of serfdom, which began Imperial Russia's last attempt to reform itself and stave off revolution, until the present. It also covers the 1905 and 1917 revolutions, the rise of communism, the era of Lenin and Stalin, and the fall of the communist system.

HIS 330. Between World Wars: The United States, 1920-1945 4 hours

During this period of war, prosperity, and depression, the United States underwent dramatic economic, political, social, and cultural changes. The interwar years witnessed the emergence of the United States as a world power, an increasingly sophisticated women's movement, the rise of mass production and mass consumption, and a variety of new challenges to social and economic policies. The Great Depression and the New Deal brought further challenges to traditional liberal political and economic assumptions as the federal government intervened in nearly every aspect of American life. World War II, then, again transformed the nation as it ushered in the "age of affluence" and cold wars in the international and domestic realms. Prerequisites: HIS 230 and HIS 231 or permission of the instructor.

HIS 331. The Age of Affluence: The United States Since 1945 4 hours

An interdisciplinary study of American life since World War II, this course will emphasize political, economic, and social developments. Foreign policy is considered principally with respect to its impact on domestic affairs.

HIS 335. Georgia History 4 hours

This course is a chronological examination of the history of Georgia from the Colonial period to the 20th century. Emphasis is given to Old and New South themes, higher education development with attention to the history of Oglethorpe, the transition from rural to urban life, and Georgia's role in contemporary American life. Prerequisites: HIS 230, HIS 231, or permission of the instructor.

HIS 340. Dictatorship and Democracy in Latin America 4 hours

This course will examine the roots, character, and impact of authoritarian rule - and resulting resistance movements - in Latin America. Included will be a look at the caudillos who competed for power after independence, the Liberal dictatorships of the late 19th century, the Depression Dictators of the 1930s and Populist dictators of the 1940s and 1950s, and the rise of military-bureaucratic dictatorships in the 1960s and 1970s. An understanding will be sought for why almost all political orientations (Republicanism, Liberalism, nationalism, Populism, and Communism) offered up a dictator as their champion at some point in Latin American history and how Latin American nations have been able to make a transition to democracy. Finally, consideration will be given to how dictatorships affect the everyday lives and perceptions of the people living under them and in their aftermath. Prerequisite: HIS 240 or permission of the instructor.

HIS 350. Special Topics in History 4 hours

Courses offered to respond to topical needs of the curriculum. Prerequisite: Permission of the instructor.

HIS 410. Ancient History and Ancient Historians 4 hours

In this course the history of Greek and Roman civilizations will be studied through the writings of several ancient historians. The methods used by ancient authors, their literary style, and the relation of their works to the specific historical context in which they were written will be examined. Special consideration will be given to the various philosophies of history that emerged in antiquity. Prerequisite: Permission of the instructor.

HIS 411. The Fall of Rome and the Barbarians 4 hours

This course will examine the “fall” of the Roman Empire in late antiquity and the subsequent rise of barbarian kingdoms in Europe. The primary issue will be to determine whether the Roman Empire did in fact “fall” during this time, or whether the period actually marks a transition, the birth of Europe. The role of Christianity in the transformation of Europe will be a major focus of discussion, as well as other social, political, and economic issues. Prerequisite: HIS 410 or permission of the instructor.

HIS 430. The American Civil War and Reconstruction 4 hours

A course for advanced history students emphasizing the causes of conflict, the wartime period, and major changes that occurred. Prerequisites: HIS 230 and HIS 231.

HIS 431. United States Diplomatic History 4 hours

This course is a study of major developments in American diplomacy from the end of the Revolution until 1945. Recommended prerequisites: HIS 230 and HIS 231.

HIS 450. Independent Study in History 1-4 hours

Supervised research on a selected topic. Prerequisite: Permission of the instructor.

HIS 451. Internship in History 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at the Atlanta History Center, the Atlanta Preservation Center, and the Coosawatee Foundation archeological dig. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Individually Planned Major

A student who wishes to pursue a course of study not included in one of the available majors may petition to receive permission to complete an individually planned major.

Such a major must include at least 36 semester hours of course work beyond core requirements. At least 16 semester hours of the major must be completed in courses above the introductory level in a particular discipline. This discipline will be

defined as the major's concentration. Graded course work in the major must have a grade-point average of at least 2.0. Course work that is included in the individually planned major may not be counted toward a second major or a minor.

To apply for an individually planned major, the student, in consultation with his or her academic advisor, must complete an application, available at the Registrar's Office, to be approved by the chairperson of the division in which the proposed major's concentration is included and the Provost. This application should be submitted by the end of the second semester of the student's sophomore year. The application must specify the following:

1. The major's coverage and definition.
2. The observed or expected conceptual linkages among the concentration and the other subject(s) included in the major.
3. The expected outcomes of the completion of the major in terms of the student's intellectual growth and plans for graduate study or career.

After the student has secured written approval from his or her academic advisor, the chairperson of the division, and the Provost, the Provost will file the application in the Registrar's office. The Registrar will notify the student and the student's advisor of the acceptance of the proposal.

The degree awarded upon successful completion of an approved individually planned major is Bachelor of Arts.

Individually Planned Minor

A student who wishes to pursue a course of study not included in one of the available minors may petition to receive permission to complete an individually planned minor.

Such a minor must include 20 semester hours of course work, of which at least eight semester hours are in one discipline, which is the minor's concentration, and must be at the 300 or 400 level. Of the other 12 semester hours included in the minor, another eight must also be at the 300 or 400 level. Graded work in the minor must have a grade-point average of at least 2.0. Course work that is included in the individually planned minor may not be counted toward a major or another minor.

To apply for an individually planned minor, the student, in consultation with his or her academic advisor, must complete an application, available at the Registrar's Office, to be approved by the chairperson of the division in which the proposed minor's concentration is included and the Provost. This application should be submitted by the end of the second semester of the student's junior year. The application must specify the following:

1. The minor's coverage and definition.
2. The observed or expected conceptual linkages among the concentration and the other subject(s) included in the minor.
3. The expected outcomes of the completion of the minor in terms of the student's intellectual growth and plans for graduate study or career.

After the student has secured written approval from his or her academic advisor, the chairperson of the division, and the Provost, the Provost will file the application in the Registrar's Office. The Registrar will notify the student and the student's advisor of the acceptance of the proposal.

Interdisciplinary Studies

INT 301. Interdisciplinary Studies: Special Topics 4 hours

These courses will focus on materials and topics that transcend the boundaries of specific academic disciplines and are not offered on a regular basis. Such courses have included Bioethics and Environmental Science.

INT 303. The New American City..... 4 hours

The purpose of this course is to examine the problems and prospects of politics and policymaking in the new American city and its environs. Consideration will be given to the political and sociological significance of a number of the factors that characterize this new development, including: the extremes of wealth and poverty, the mix of racial and ethnic groups, and the opportunities and challenges provided by progress in transportation and technology. Offered annually.

INT 304. Community Issues Forum: Principles into Practice 4 hours

This course is taught as a weekly evening seminar focusing on a particular community issue and accompanied by an issue-related, off-campus internship. Together with community leaders, alumni, and faculty, students analyze issues confronting stakeholders, collaborate on solutions, and present findings derived from their internship assignments. Students have interned with the state legislature, local and state chambers of commerce, community food banks, arts organizations, corporations, non-profit organizations, and a number of other community groups. Topics covered in previous years include: education, transportation, health care, and the environment. Prerequisite: Permission of the instructor.

INT 401. Internship in Interdisciplinary Studies 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

International Studies

International studies is an interdisciplinary major which seeks to develop skills and perspectives essential to effective participation in the emerging multicultural business and social environment. The major helps to prepare students for careers in international commerce, the travel and convention businesses, international banking and finance, and government. The major also provides an appropriate undergraduate background for the professional study of business, public policy, and law. Students planning careers in international business or politics are strongly encouraged to satisfy the requirements of the major by taking International Economics. Students interested in this major should ask the Registrar to refer them to

a faculty advisor who specializes in this major. The degree awarded is the Bachelor of Arts.

Requirements of the major include successful completion of 11 courses, three of which must be International Relations, United States Foreign Policy, and Economic Development or International Economics.

Completion of five courses selected from the following also is required:

BUS 370	International Business
ECO 423	International Economics
FRE 402	The Modern French Republics and Their Institutions
FRE 403	Franco-American Relations in Trade and Culture
HIS 215	The Age of World War - Europe 1914-1945
HIS 240	Latin America to Independence
HIS 312	German History Since 1800
HIS 321	Russian History Since 1861
HIS 340	Dictatorship and Democracy in Latin America
HIS 350	Special Topics in History *
HIS 431	United States Diplomatic History
HIS 450	Independent Study in History *
INS 400	Independent Study in International Studies
INS 401	Internship in International Studies
POL 121	European Politics
POL 131	Asian Politics
POL 331	Politics in Japan
POL 350	Special Topics in Politics *
POL 411	Advanced Topics in International Relations
POL 431	Seminar in Politics and Culture *
POL 450	Independent Study in Politics *
SPN 305	Spanish for International Relations and Business
SPN 410	The Development of Latin American Cultures

*** Note:** Special topics and independent study courses fulfill the requirements of the major only when they have a substantial international component.

Students must complete two years of foreign language study or demonstrate the equivalent competence by examination. Students must also take one additional language course in which the foreign language is required for research, reading, or discussion.

A study abroad experience is required. Note that no more than two courses may be counted toward major requirements from a study abroad program. Foreign students may count their residence at Oglethorpe as their study-abroad experience. Please see International Exchange Partnerships/Study Abroad in the Educational Enrichment section of this *Bulletin*.

Students who receive financial aid at Oglethorpe should contact the Director of Financial Aid early in the pursuit of this major to determine available funding for the study abroad experience.

Note: Students who graduated from a secondary school located abroad at which the language of instruction was not English have satisfied the foreign language requirement. They may satisfy the study abroad requirement via their residency in the United States.

International Studies with Asia Concentration

Like the general international studies major, this is a major designed to develop skills useful in cross-culturally oriented careers. Students achieve an Asia concentration by taking at least four courses that focus on the culture, politics, history or literature of nations in Asia in addition to a selection of more general courses that cover fundamental issues of international studies. The specialized knowledge that students gain through Asia-related course work helps to prepare them for careers in fields such as government, finance, and travel in this economically growing and culturally rich area of the globe. Combined with the other components of the international studies major, the Asia concentration will assist students with the necessary background for entry into graduate or professional schools in an Asian studies field. Students might go on to study in such areas as anthropology, politics, and international law or business. The degree awarded is the Bachelor of Arts.

Requirements of the major include successful completion of the following five courses:

- ECO 327 Economic Development **or**
- ECO 423 International Economics
- POL 111 International Relations
- POL 131 Asian Politics
- POL 331 Politics in Japan
- POL 431 Seminar in Politics and Culture (Japan/Asian concentration)

Students must also take two of the following courses:

- JPN 301 Special Topics in Japanese Language, Literature, and Culture I
- POL 311 United States Foreign Policy

Another Asian studies course at Oglethorpe or at another institution
pre-approved by the student's advisor

Students must also take one of the following courses:

- BUS 370 International Business
- FRE 403 Franco-American Relations in Trade and Culture
- HIS 350 Special Topics in History *
- HIS 450 Independent Study in History *
- INS 400 Independent Study in International Studies
- INS 401 Internship in International Studies
- POL 121 European Politics
- POL 350 Special Topics in Politics *
- POL 411 Advanced Topics in International Relations
- POL 431 Seminar in Politics and Culture (with a different focus than the one above)
- POL 450 Independent Study in Politics *
- SOC 308 Culture and Society
- Any course in 20th century European history

*** Note:** Special topics and independent study courses fulfill the requirements of the major only when they have a substantial international component.

Students must take at least one 400-level course.

Students must demonstrate at least a second year competence in an Asian language or be able to use an Asian language for research and writing in a class. A

study abroad for one semester in an Asian nation is strongly urged. Please see International Exchange Partnerships/Study Abroad in the Educational Enrichment section of this *Bulletin*. Note that no more than two courses may be counted toward major requirements from a study abroad program. Foreign students whose native language is Asian may consider their residence at Oglethorpe as their study-abroad experience and their foreign language requirement satisfied.

INS 400. Independent Study in International Studies 1-4 hours

Supervised research on a selected topic. Prerequisite: Permission of the instructor.

INS 401. Internship in International Studies 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at the Southern Center for International Studies, the Georgia Department of Industry, Trade, and Tourism, Hispanic Chamber of Commerce, and the United States Department of State. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Japanese

All students with previous study or experience in Japanese must take a language placement examination during Make the Connection weekend or immediately prior to fall registration. They will be placed in the course sequence according to their competence. Under no circumstances should students with past experience in the language place themselves in courses, especially at the elementary level. Students are not eligible to enroll in elementary and intermediate courses in their primary languages.

Japanese Culture Minor

A minor in Japanese culture consists of successful completion of Intermediate Japanese II. After completing the required language study, the student will take two other courses selected from the following:

- JPN 401 Modern Japanese Literature Through 1945
- JPN 402 Postwar Japanese Literature
- POL 131 Asian Politics
- POL 331 Politics in Japan
- POL 350 Special Topics in Politics: Asian Political Economy

The language study option below is appropriate for students interested in going on to further study or research. Alternatively, students who wish to add a Japan component to their course of study but do not have plans to pursue further study may find the culture option more attractive.

Japanese Language Minor

A minor in Japanese language consists of the following courses:

- JPN 101 Elementary Japanese I
- JPN 102 Elementary Japanese II
- JPN 202 Intermediate Japanese I
- JPN 203 Intermediate Japanese II
- JPN 301, JPN 302 Special Topics in Japanese Language, Literature, and Culture I, II

This option is appropriate for students interested in going on to further study or research. Alternatively, the culture option described above may suit students not planning to pursue further study.

Students in both Japanese culture and Japanese language are encouraged to spend at least one summer in Japan. They can also gain practical experience by pursuing internship opportunities with Japanese organizations and firms in the Atlanta area. Credit for these activities will be given on a case by case basis. At least half of the courses counted toward the minor must be taken at Oglethorpe. For a listing of foreign institutions and programs with which Oglethorpe has exchange agreements and affiliations, please see International Exchange Partnerships/Study Abroad in the Educational Enrichment section of this *Bulletin*. Of particular interest to students of Japanese is the Oglethorpe exchange agreement with Seigakuin University in Tokyo.

JPN 101, JPN 102. Elementary Japanese I, II 4 plus 4 hours

This course in beginning college Japanese is designed to develop the ability to understand, speak, read, and write contemporary Japanese. Prerequisite: None for JPN 101; JPN 101 for JPN 102, or placement by testing.

JPN 202. Intermediate Japanese I 4 hours

This course is a continuation of elementary Japanese, including vocabulary building, practice in writing Kana and Kan-Ji Chinese characters, and conversational exercises. Japanese manners are studied in class through use of the spoken language. Prerequisite: JPN 102 or permission of the instructor.

JPN 203. Intermediate Japanese II 4 hours

This course is a consolidation of all basic grammatical patterns, introduction of advanced grammatical structures, additional practice in reading and writing designed to prepare students for independent research using primary texts. Audio-visual materials will be used extensively. Prerequisite: JPN 202 or permission of the instructor.

JPN 301, JAP 302. Special Topics in Japanese Language, Literature, and Culture I, II 4 plus 4 hours

A two-semester sequence of courses in which topical aspects of the literature and cultural phenomena associated with the Japanese language are explored. Prerequisite: Permission of the instructor.

JPN 401. Modern Japanese Literature Through 1945 4 hours

This course surveys Japanese narrative literature from the first decades of Japan's modernization until the end of World War II. The development of narrative prose will

be studied, focusing on style, narrative structure and theme. How these texts both shaped and were shaped by the social and economic upheavals that characterized Japan's era of modernization and nation-building will also be considered. All readings will be in English, and no prior knowledge of the language or culture is required.

JPN 402. Postwar Japanese Literature 4 hours

This course will trace the development of postwar literature in Japan from 1945 up to the present. Topics of discussion will include how postwar intellectuals attempted to redefine human nature and social responsibility after years of total war; how writers responded to the atomic bombings; the impact of rapid economic growth on literature; the emergence of various notions of "postmodernism" and how they have changed the way writers view their task. A substantial number of readings will be by women and ethnic minorities. All readings will be in English. No prior knowledge of the language or culture is required.

Latin

All students with previous study or experience in Latin must take a language placement examination during Make the Connection weekend or immediately prior to fall registration. They will be placed in the course sequence according to their competence. Under no circumstances should students with past experience in the language place themselves in courses, especially at the elementary level.

LAT 101, LAT 102. Elementary Latin I, II 4 plus 4 hours

This course is beginning Latin, designed to present a foundation in classical Latin grammar and syntax and to introduce students to Roman literature and history. Prerequisite: None for LAT 101; LAT 101 required for LAT 102, or placement by testing.

LAT 201, LAT 202. Special Topics in Latin Language, Literature, and Culture I, II 4 plus 4 hours

Aspects of the literature and cultural phenomena associated with the Latin language are explored in this two-semester sequence of courses. Prerequisite: Permission of the instructor.

Mathematics

The major in mathematics is designed to provide the student with the mathematical background necessary for graduate study or immediate employment. Courses in analysis, algebra, and other areas of modern mathematics introduce the student to the more theoretical aspects of mathematics which are essential for further study. In addition, the major provides fundamental tools for the analysis of problems in the physical, biological, and social sciences, as well as in such areas as economics and business. Students with mathematical training at the undergraduate level are sought by employers in business, government, and industry. Career opportunities for mathematics majors exist in such areas as computer programming, operations research, statistics and applied mathematics.

Note: For a description of the Mathematics Proficiency Requirement, which must be satisfied by all Oglethorpe students, please see the section of this *Bulletin* entitled Academic Regulations and Policies.

Major

The object of the course of studies leading to a major in mathematics is to provide the student with a comprehensive background in classical analysis and a broad introduction to the topics of modern and contemporary mathematics. The following mathematics courses are required: Calculus I, Calculus II, Calculus III, Differential Equations, Discrete Mathematics, Linear Algebra, Abstract Algebra, Complex Analysis, and Special Topics in Mathematics. Although only one Special Topics in Mathematics course is required, mathematics majors are advised to take as many different Special Topics in Mathematics courses as possible during the junior and senior years. The degree awarded is the Bachelor of Science.

Minor

The required course work for a minor in mathematics consists of Calculus I, Calculus II, and Calculus III, plus two of the following: Differential Equations, Discrete Mathematics, Linear Algebra, Abstract Algebra, Complex Analysis, or Special Topics in Mathematics.

Note: No student will be permitted to register for a mathematics course that is a prerequisite to a mathematics course for which the student has already received academic credit.

MAT 101. Intermediate Algebra 4 hours

The objective of this course is to equip students with the basic algebra skills which will prepare them for College Algebra. The course will offer students review and reinforcement of previous mathematics learning and provide mature students with a quick but thorough training in basic algebra skills. Topics include real numbers, polynomials and factoring, algebraic fractions, linear equations and inequalities in one variable, exponents, radicals, complex numbers, second-degree equations and inequalities, functions, and exponential and logarithmic functions.

MAT 102. College Algebra 4 hours

The objective of this course is to equip students with the algebra skills needed for Analytic Geometry. Topics include algebraic expressions, equations and inequalities, relations and their graphs, functions, exponential and logarithmic functions, polynomial and rational functions, and systems of equations and inequalities. Prerequisite: MAT 101 with a grade of “C-” or higher or by examination.

MAT 103. Analytic Geometry 4 hours

This course satisfies the Mathematics Proficiency Requirement. Every student will be required to either take or test out of this course. The objective of this course is to equip students with the skills needed for Calculus I, Applied Calculus, Statistics and Great Ideas of Modern Mathematics. The course is concerned with the relationship between the two principal branches of classical mathematics: algebra and geometry. Topics include plane analytic geometry, trigonometry, vectors in the plane, complex numbers, lines, circles, conic sections, transformation of coordi-

nates, polar coordinates, and parametric equations. Prerequisite: MAT 102 with a grade of "C-" or higher or by examination.

MAT 111. Statistics 4 hours

This course includes descriptive and inferential statistics with particular emphasis upon parametric statistics, rules of probability, interval estimation, and hypothesis testing. Distributions that will be discussed include the normal, binomial, chi-square, t-distribution, and F-distribution. Additional topics include analysis of variance, regression and correlation analysis, goodness-of-fit, and tests for independence. Prerequisite: MAT 103 with a grade of "C-" or higher or by examination.

MAT 121. Applied Calculus 4 hours

This is the recommended calculus course for students in business, economics, and the social sciences. The goal of this course is to present calculus in an intuitive yet intellectually satisfying way and to illustrate the many applications of calculus to the management sciences, business, economics, and the social sciences. Topics include functions, the derivative, techniques of differentiation, applications of the derivative, the exponential and natural logarithm functions, applications of the exponential and natural logarithm functions, the definite integral, and functions of several variables. Prerequisite: MAT 103 with a grade of "C-" or higher or by examination.

MAT 131, MAT 132, MAT 233. Calculus I, II, III 4 plus 4 plus 4 hours

This is the recommended calculus sequence for students in mathematics, the physical sciences, and computer science. The objective of these courses is to introduce the fundamental ideas of the differential and integral calculus of functions of one and several variables. Topics include limits, continuity, rates of change, derivatives, the Mean Value Theorem, applications of the derivative, curve sketching, related rates, maximization/minimization problems, area, integration, the Fundamental Theorem of Calculus, inverse functions, logarithmic functions, exponential functions, techniques of integration, applications of integration to volumes and surface area, conic sections, sequences, series, vectors, lines, planes, vector-valued functions, curves, partial derivatives, multiple integrals, and vector fields. Prerequisite for MAT 131: MAT 103 with a grade of "C-" or higher or by examination. Prerequisite for MAT 132: MAT 131 with a grade of "C-" or higher or by examination. Prerequisite for MAT 233: MAT 132 with a grade of "C-" or higher.

MAT 241. Differential Equations 4 hours

The objective of this course is to introduce the fundamental ideas of the theory of ordinary differential equations and to consider some of the applications of this theory to the physical sciences. Topics include equations of order one, applications of equations of order one, linear differential equations, linear equations with constant coefficients, nonhomogenous equations, undetermined coefficients, variation of parameters, applications of equations of order two, and power series solutions. Prerequisite: MAT 233 with a grade of "C-" or higher.

MAT 261. Discrete Mathematics 4 hours

This course may be considered a general introduction to advanced mathematics

and provides excellent preparation for Linear Algebra. As such, it will consider various methods and techniques of mathematical proof. In addition, it will attempt to provide a good grounding in those areas of mathematics that the student will need for computer science courses. Some of these areas are logic, set theory, combinatorics, graph theory, and boolean algebra. This course is especially recommended for anyone who is considering a minor in mathematics. Prerequisite: MAT 132 with a grade of "C-" or higher.

MAT 351. Complex Analysis 4 hours

The objective of this course is to introduce the fundamental ideas of the theory of functions of a complex variable. Topics include complex numbers, analytic functions, elementary functions, conformal mapping, complex integration, and infinite series. Prerequisite: MAT 233 with a grade of "C-" or higher.

MAT 362. Linear Algebra 4 hours

The objective of this course is to introduce the fundamental ideas of linear algebra. Topics include linear equations, matrices, determinants, vector spaces, inner products, linear transformation, eigenvalues, and eigenvectors. Prerequisite: MAT 132 with a grade of "C-" or higher. It is recommended that students take MAT 261 before taking this course.

MAT 463. Abstract Algebra 4 hours

The objective of this course is to introduce the fundamental ideas of modern algebra. Topics include sets, mappings, the integers, groups, rings, and fields. Prerequisite: MAT 362 with a grade of "C-" or higher.

MAT 471. Special Topics in Mathematics 4 hours

Selected topics in advanced mathematics are offered such as Real Analysis, Topology, Set Theory, Number Theory, Probability Theory, Abstract Algebra II, and Differential Geometry. Prerequisites will depend on the topic but will include a minimum of MAT 233 with a grade of "C-" or higher, MAT 362 with a grade of "C-" or higher, and permission of the instructor.

MAT 481. Independent Study in Mathematics 1-4 hours

Supervised research on a selected topic in mathematics. Prerequisite: Permission of the faculty supervisor.

Mathematics and Computer Science

Since its inception as an academic discipline, computer science has been closely associated with mathematics. Many of the field's pioneers are mathematicians by training. Indeed, modern computer science would not be possible without the existence of a number of mathematical developments once thought to be entirely theoretical in nature.

The interdisciplinary major in mathematics and computer science is designed to acquaint students with the various linkages between computer science and mathematics and to enable students to understand more thoroughly their primary discipline, whether it is mathematics or computer science. Rigorous training in mathematical thinking will provide the computer science student with essential

analytical tools and mental discipline, while the problem-solving skills that will be sharpened in the process of developing algorithms for computer applications will prove to be beneficial to students in mathematics. Students will become familiar with ways in which modern computational tools have made possible work in mathematics that would otherwise be prohibitively laborious. Understanding of the many mathematical structures that are essential to effective development and utilization of processes in computer science will be enhanced. The degree awarded is the Bachelor of Science.

Requirements of the major include completion of the following courses, all with a grade of "C-" or higher:

- MAT 131 Calculus I
- MAT 132 Calculus II
- MAT 233 Calculus III
- MAT 241 Differential Equations
- MAT 261 Discrete Mathematics
- CSC 242 Principles of Computer Programming in Pascal **or**
- CSC 243 Principles of Computer Programming in C++
- MAT 362 Linear Algebra
- MAT 463 Abstract Algebra
- CSC 342 Introduction to Data Structures in Ada

Completion of three of the following courses also is required:

- CSC 240 Introduction to Computer Applications Software **or**
- CSC 241 Introduction to Computer Science Using Visual BASIC **or**
- CSC 242 Principles of Computer Programming in Pascal **or**
- CSC 243 Principles of Computer Programming in C++ **or**
- CSC 244 Principles of Computer Programming in Java
- CSC 344 Principles of File Processing in COBOL
- CSC 440 Principles of Object-Oriented Programming in C++
- CSC 441 Assembly Language and Computer Architecture
- CSC 442 Topics in Computer Science

Music

The music curriculum includes courses in music history, music theory, ensemble performance, and applied lessons.

Minor

To complete a minor in music a student must successfully complete the following:

- MUS 231 Music Theory I
- MUS 232 Music Theory II
- MUS 331 History of Music I
- MUS 332 History of Music II

A total of four semester hours of University Singers and/or Applied Instruction in Music also must be taken.

MUS 134. University Singers 1 hour

This is an auditioned, mixed-voice concert choir, which is the primary musical ensemble for the study and performance of sacred and secular choral music. The

University Chorale, an auditioned chamber choir, is chosen from members of the University Singers. Prerequisites: An audition and permission of the instructor.

MUS 135. Beginning Class Voice 1 hour
This course is an introduction to the basics of singing which includes posture, breath pressure, phonation, diction, tone, and intonation. A variety of easy vocal literature will be studied and performed. Prerequisite: Permission of the instructor.

MUS 136. Applied Instruction in Music 1 hour
The study and practice of techniques and literature on an individual basis. Prerequisite: Permission of the instructor.

MUS 231. Music Theory I 4 hours
This course is a study of the materials and structure of music using musical examples from the Romanesque period to the 20th century, including elementary composition. Listening assignments, ear training, and computer drill time are assigned and discussed with each student. Prerequisite: Permission of the instructor.

MUS 232. Music Theory II 4 hours
This course is a continuation of Music Theory I using musical examples from all the musical periods, including composition. Listening assignments, ear training, and computer drill time are assigned and discussed with each student. Prerequisite: MUS 231 or permission of the instructor.

MUS 331. Music History I 4 hours
This course is a study of music with analysis of representative works beginning with Greek music and continuing through the Classical period. Prerequisite: Permission of the instructor.

MUS 332. Music History II 4 hours
This course is a study of music with analysis of representative works beginning with Beethoven and continuing through the 20th century. Prerequisite: MUS 331 or permission of the instructor.

MUS 430. Special Topics in Music 4 hours
This course will be a study of a selected topic in music, such as Women in Music, World Music, African-American Composers, Basic Techniques of Conducting, Masterpieces of Choral Literature, Fundamentals of Music, Acoustics, and Music and the Media. Prerequisite: COR 103 or permission of the instructor.

MUS 431. Independent Study in Music 1-4 hours
This course is supervised research on a selected project or paper. It provides students an opportunity to study and analyze in depth a specific musical style, composer, work, etc. Prerequisite: Permission of the instructor.

Philosophy

The mission statement of Oglethorpe University states that Oglethorpe graduates should be "humane generalists" with the intellectual adaptability which is needed to function successfully in changing and often unpredictable job situations. The philosophy program at Oglethorpe accomplishes this goal by fostering those abilities of critical thinking and intellectual flexibility required in virtually any professional career.

Philosophy, in the broadest meaning of this term, is the attempt to think clearly about the world and the place of human beings in it. This activity is a response to questions which arise because the various areas of human life, such as science, art, morality, and religion, often do not seem to be intelligible in themselves or to fit with one another. A philosophical world view, such as the philosophy of Plato or the philosophy of Descartes, represents an attempt to think through these difficulties and to arrive at a single, coherent vision of how reality is and how human beings should relate to it.

The study of philosophy is a noble and worthwhile activity in its own right for the enlightenment which it can provide about questions which should be of interest to everyone. It is important, however, that the philosophy major also be effective at imparting those general skills which are crucial for most professions. Philosophy students learn how to read and understand abstract and often very difficult arguments. They also learn to think critically and independently, to develop their own views, and to express their insights in clear, articulate spoken and written prose. Such skills are important for almost any profession and are especially useful for business and law.

Major

The philosophy major consists of nine courses in philosophy, at least two of which must be Level III courses.

Students majoring in philosophy are strongly encouraged to undertake foreign language study while at Oglethorpe, perhaps by choosing the language option of the semiotics requirement in the core curriculum. Such study is especially desirable for students who plan to do graduate work in philosophy. Students who have attained some proficiency in a foreign language may make use of this ability by adding one semester hour of foreign language credit to certain philosophy courses. For example, a student might add one semester hour of credit to the Nietzsche course by reading some parts of Nietzsche's writings in the original German, or add one semester hour of credit to the Plato course by reading portions of Plato's dialogues in Greek. Most philosophy courses at Oglethorpe are suitable for such foreign language supplementation. Credit for such extra study will be arranged between the student and the instructor. The degree awarded is the Bachelor of Arts.

Minor

The philosophy minor consists of any five courses in philosophy.

Philosophy courses need not be taken in a rigid sequence. Any philosophy course should improve a student's overall philosophical abilities and thereby

strengthen the student's performance in any subsequent philosophy course. The courses are, however, classified by the difficulty of the reading involved and the amount of philosophical training and background which is advisable.

Level I courses are suitable for students who have no background in philosophy and may serve as an introduction to the study of philosophy.

PHI 101. Significance of Human Life - Western Responses 4 hours

This course introduces the student to Western philosophy through the question of whether human life as a whole has any ultimate meaning or significance outside of individual desires. This question will be considered by studying *Ecclesiastes*, *The Book of Job*, the philosophy of Socrates in Plato's *Euthyphro*, *Apology*, and *Crito*, Lucretius' *On the Nature of Things*, and Hume's *Dialogues Concerning Natural Religion*.

PHI 102. Significance of Human Life - Eastern Responses 4 hours

Here the student is introduced to non-Western philosophy through a study of some Asian responses to the question of human significance. Students will study four thinkers who are different from one another but who are all important in the Asian intellectual tradition. By studying these four in some depth, students will be able to contrast their own Western philosophical background with something quite different from it. Students are encouraged but not required to take PHI 101 and PHI 102 as a two-semester sequence.

PHI 103. Logic 4 hours

This course is an introduction to both logical thinking and thinking about logic. It is divided into three parts: informal logic (a study of logical fallacies in thinking), formal logic (a primer to develop literacy in symbolic logic), and the philosophy of logic (exactly what is logic?).

Level II courses are for students who have some philosophical background, to the extent of at least one Level I course.

PHI 201. Classical Ethical Theory 4 hours

This is the first semester of a year-long course on the history of ethical theory. What ways does the Western tradition offer us to think about goodness and value? What ought I to do? The first semester will pursue these questions by comparing Plato's transcendent approach to the question of ultimate value with Aristotle's this-worldly claims about the source of value. The course will also include the ethical philosophies of Hume and Kant.

PHI 202. Contemporary Ethical Theory 4 hours

In this second semester course on the history of ethical theory, students will read several contemporary works concerning the nature of the ethical. Works will be drawn from both the analytic and the Continental traditions and an effort will be made to put the two traditions into dialogues with each other. Students are encouraged, but not required to take PHI 201 and PHI 202 as a two-semester sequence.

PHI 203. Philosophy of Law 4 hours

This course will attempt to answer three questions: What is law? What is justice? What is the relationship between law and justice? To this end, students will read four seminal figures: Plato, Kant, Rawls, and Derrida. The course will conclude with a case study of the philosophical issues involved in constitutional privacy.

PHI 204. Plato 4 hours

This course is a study of the philosophy of Plato through a reading of his major dialogues. In addition to the “Socratic” dialogues, readings will include the *Phaedo*, *Phaedrus*, *Symposium*, *Republic*, and *Timaeus*.

PHI 205. Aristotle 4 hours

This course is a study of the philosophy of Aristotle through a reading of his major works. Readings will include portions of the *Logic*, *Physics*, *DeAnima*, *Metaphysics*, and *Nicomachean Ethics*.

PHI 206. The Rise of Christian Thought 4 hours

This course involves a study of the distinctively Christian view of human nature and the human situation, as developed primarily by Paul and Augustine and continued in later thinkers such as Martin Luther. Students will consider the philosophical theories of Antiquity to which the Christian doctrines were a response, and the adequacy and persuasiveness of the Christian answer to them. Readings will include the Gospels, the letters of St. Paul, and St. Augustine’s *Confessions*, *On the Free Choice of the Will*, and parts of *The City of God*.

PHI 207. Political Philosophy I: Ancient and Medieval 4 hours

This is an examination of the origins of philosophical reflection on the fundamental issues of politics, which is designed to lead to the critical consideration of the political views of our time. Among the topics discussed are the relationship between knowledge and political power and the character of political justice. Portions of the works of Aristophanes, Plato, Aristotle, Aquinas, and Alfarabi are examined. Prerequisite: COR 201 or permission of the instructor.

PHI 208. Political Philosophy II: Modern 4 hours

This is a critical examination of the peculiarly modern political and philosophical stance beginning where Political Philosophy I concludes. Among the authors discussed are Machiavelli, Hobbes, Rousseau, Kant, and Kojeve. Prerequisite: PHI 207 or permission of the instructor.

PHI 301. Philosophy of Art (Aesthetics) 4 hours

This course will attempt to trace the philosophic underpinnings of the movement within art toward non-representational art. The course begins with Kant’s third *Critique* and includes readings by Hegel, Heidegger, Derrida, and several others. Students will also read several works by artists themselves, including Kandinsky, Francis Bacon, and Anselm Kiefer.

PHI 302. Knowledge and Scepticism (Epistemology) 4 hours

This course will cover various issues concerned with the nature and validity of human knowledge. The topics studied will include the distinction between knowl-

edge and belief, arguments for and against scepticism, perception and our knowledge of the physical world, and the nature of truth.

PHI 303. Space, Time, and God 4 hours

This course examines our conception of the universe as a totality, both in its own nature and in relation to an external cause. We will consider whether space and time are “absolute” realities or only systems of relations among objects, whether they are finite or infinite, and whether or not there logically could exist space-time universes in addition to our own. The course will conclude with the question of whether our space-time universe is self-sufficient or requires an ultimate cause or explanation (God) outside of itself.

PHI 304. Philosophy of Mind 4 hours

This course involves the study of philosophical questions about the nature of human persons. Students will examine: 1) The mind-body problem - the nature of the mind and consciousness, and the relation of consciousness to physical processes within the body; 2) Personal identity - what makes a person one mind or subject both at a single moment and over time; and 3) Free will - the status of a person as a free agent and the relation of this freedom to the causally determined processes in the person’s body.

PHI 305. Nietzsche 4 hours

In this course students will study the philosophy of Nietzsche through a reading of his major works, including *The Birth of Tragedy*, *The Uses and Abuses of History for Life*, *Thus Spake Zarathustra*, *Beyond Good and Evil*, *Twilight of the Idols*, and *The Anti-Christ*. Students will also study some contemporary and influential readings of Nietzsche.

PHI 306. African Philosophy 4 hours

Taking African philosophy as a case study of post-colonial thought, students will study the African critique of traditional modes of philosophizing. The authors read will include Césaire, Senghor, Sartre, Mudimbe, Appiah, Achebe, Soyinka, Ngũgĩ wa Thiong’o, and Victor Turner.

PHI 320. Special Topics in Philosophy: Philosophers 4 hours

Intensive study of the thought of a single important philosopher or group of philosophers.

PHI 321. Special Topics in Philosophy: Philosophical Issues and Problems 4 hours

Studies of selected philosophical questions usually of special relevance to the present day have included courses such as Philosophy of History, War and Its Justification, and Philosophical Issues in Women’s Rights.

PHI 322. Independent Study in Philosophy 1-4 hours

Supervised research on a selected topic. Prerequisite: Permission of the instructor.

PHI 323. Internship in Philosophy 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at the American Civil Liberties Union, the Georgia Attorney General's Office, and Georgia Justice Project. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Level III courses are the most difficult and challenging and are for students who have significant philosophical background, to the extent of at least one or two Level II courses.

PHI 401. The Philosophical Response to the Scientific Revolution 4 hours

This course is a study of the philosophical systems of Hobbes, Descartes, Spinoza and Leibniz. Each of these philosophies is an attempt to come to terms with the scientific picture of the world which had been given to the West by Copernicus and Galileo. The course begins with the materialist philosophy of Hobbes, followed by Descartes' dualistic (between mind and matter) view of the created world, and then considers Spinoza's pantheistic monism and Leibniz's idealistic atomism as responses to the difficulties in the Cartesian philosophy.

PHI 402. Kant's Critique of Pure Reason 4 hours

A study of Kant's theoretical philosophy, his "metaphysics of experience," through a reading and analysis of his major work. An attempt will be made to discover which portions of Kant's philosophy can be accepted as valid and true in the light of present-day philosophy and science.

PHI 403. Heidegger's Being and Time 4 hours

This course involves a close and patient reading of one of the most important and difficult works of Continental philosophy. An effort will be made to avoid speaking "heideggerianese" and to translate the dense language of the text into a way of speaking accessible to students.

PHI 404. Contemporary French Philosophy 4 hours

It has been argued that the most provocative developments in the current development of German philosophy have been the French readings of now classic German writers such as Kant, Hegel, Marx, Nietzsche, Freud, and Heidegger, to name a few. Students will attempt to test this thesis by reading some representative and challenging texts. The authors studied may include Bataille, Foucault, Deleuze, Derrida, Althusser, Blanchot, and others.

Physical Fitness

PHF 101. Physical Fitness for Living 4 hours

This course encompasses a wide range of physical fitness components including cardiorespiratory endurance, muscle strength and endurance, body composition, and nutrition. Strong emphasis is placed on coronary disease with regard to controllable and uncontrollable risk factors. The course features guest speakers including a nutritionist, a sports medicine specialist, an athletic trainer and the University nurse for blood pressure and heart rate evaluation. Combination lecture and laboratory exercises include flexibility, stress management, and resting and exercise heart rates. The class uses self-assessments and is designed around individual interests in order to help the student identify strengths and weaknesses toward a healthier lifestyle.

Physics

The physics curriculum is designed to provide well-rounded preparation in classical and modern physics. The successful completion of this program will prepare the graduate to gain admission to one of the better graduate programs in physics or a related scientific field, or to secure employment in a technical, scientific, or engineering setting.

A grade of "C-" or higher must be obtained in each freshman- and sophomore-level science course that is required for this major or minor; these courses are numbered 100 through 300 in each discipline. A grade-point average of 2.0 or higher is required in all courses required for the major.

Students who are interested in scientific illustration are encouraged to consider the Scientific Illustration Tracks that are offered within the art major which is described above.

Major

The requirements for a major in physics are as follows: College Physics I and II taken after or concurrently with Calculus I and II (preferably in the freshman year); Classical Mechanics I and II taken after or concurrently with Calculus III (suggested for the sophomore year); Thermal and Statistical Physics; Modern Optics; Modern Physics I and II; Electricity and Magnetism I and II; Mathematical Physics; and Special Topics in Theoretical Physics or Special Topics in Experimental Physics. In addition, all physics majors must take two semesters of Science Seminar with a paper required in the second semester. Examination is generally required to transfer credit for any of these courses. The degree awarded is the Bachelor of Science.

Minor

A minor in physics is offered to provide students with an opportunity to strengthen and broaden their educational credentials either as an end in itself or as an enhancement of future employment prospects. The requirement for the physics minor is 12 semester hours of physics course work numbered PHY 202 or higher.

PHY 101, PHY 102. General Physics I, II 3 plus 3 hours

An introductory course without calculus. Fundamental aspects of mechanics, heat, light, sound, and electricity are included. The text will be on the level of Miller, *College Physics*. Three lectures and three hours of laboratory per week. Prerequisite: MAT 103; PHY 101 must precede PHY 102. Corequisites: PHY 101L and PHY 102L.

PHY 201, PHY 202. College Physics I, II 4 plus 4 hours

Introductory physics with calculus. Subject matter is the same as in general physics but on a level more suited to physics majors, engineering majors, etc. One year of calculus as a prerequisite is preferred, otherwise calculus must be taken concurrently. The text will be on the level of Halliday and Resnick, *Fundamentals of Physics*. Prerequisite: PHY 201 with a grade of "C-" or higher must precede PHY 202. Corequisites: PHY 101L and PHY 102L.

PHY 101L, PHY 102L. Introductory Physics Laboratory I, II 1 plus 1 hour

Introductory physics laboratories to accompany PHY 101, 102, 201 and 202.

PHY 211, PHY 212. Classical Mechanics I, II 4 plus 4 hours

This is the student's first introduction to theoretical physics. Lagrangian and Hamiltonian methods are developed with Newton's laws of motion and applied to a variety of contemporary problems. Emphasis is placed on problem work, the object being to develop physical intuition and facility for translating physical problems into mathematical terms. The text will be on the level of *Analytical Mechanics* by Fowles. Prerequisites: MAT 132 and PHY 202 with a grade of "C-" or higher in each course. A grade of "C-" or higher must be earned in PHY 211 before taking PHY 212.

PHY 232. Fundamentals of Electronics 3 hours

This course is designed primarily for science majors and dual degree engineering students. Coverage includes DC and AC circuits, semi-conductor devices, amplifiers, oscillators, and digital devices. The intent is to provide a working understanding of common instrumentation in science and technology. Prerequisite: PHY 102 or PHY 212 with a grade of "C-" or higher.

PHY 232L. Electronics Laboratory 1 hour

The laboratory component of PHY 232.

PHY 331, PHY 332. Electricity and Magnetism I, II 4 plus 4 hours

A thorough introduction to one of the two fundamental disciplines of classical physics, using vector calculus methods. After a brief review of vector analysis, the first semester will treat electrostatic and magnetic fields and provide an introduction to the special theory of relativity. The second semester will develop electrodynamics, including Maxwell's equations, the propagation of electromagnetic waves, radiation, and the electromagnetic theory of light. The treatment will be on the level of the text of Reitz, Milford, and Christy. It is recommended that MAT 241 be taken concurrently. Prerequisites: MAT 233 and PHY 202 with a grade of "C-" or higher in each course; PHY 331 must precede PHY 332.

PHY 333. Thermal and Statistical Physics 4 hours

The purpose of this course is to provide physics, engineering, and chemistry majors with a fundamental understanding of heat and the equilibrium behavior of complex systems. Topics will include the zeroth, first and second laws of thermodynamics with applications to closed and open systems; microcanonical and canonical ensembles for classical and quantum systems, with applications to ideal gases, specific heats, blackbody radiation, etc.; the kinetic description of equilibrium properties. Text will be on the level of Kestin and Dorfman or Zemansky. Prerequisites: MAT 132 and PHY 202 with a grade of "C-" or higher in each course.

PHY 333L. Thermal and Statistical Physics Laboratory 1 hour

Laboratory work will emphasize classic experiments such as the ballistic pendulum, hard sphere scattering, the Millikan oil drop experiment, the Michelson interferometer, etc. Emphasis also will be placed on measuring fundamental constants such as the speed of light, h , G , e and e/m . Corequisite: PHY 333.

PHY 335. Introduction to Modern Optics 3 hours

A standard intermediate-level optics course which will treat the basics of wave theory and the electromagnetic origin of optical phenomena, geometrical optics, physical optics including Fourier optics, Fraunhofer and Fresnel diffraction, and dispersion. The course will conclude with some consideration of current topics such as holography, quantum optics, and non-linear optics. Prerequisites: MAT 241 and PHY 202 with a grade of "C-" or higher in each course.

PHY 335L. Modern Optics Laboratory 1 hour

This laboratory accompanies course PHY 335.

PHY 421, PHY 422. Introduction to Modern Physics I, II 3 plus 3 hours

For physics, engineering, and chemistry majors, this is a one-year sequence that discusses the most important developments in 20th-century physics. The first semester will review special relativity and treat the foundations of quantum physics from a historical perspective, the quantum theory of one-electron atoms will be developed. In the second semester, there will be a treatment of many-electron atoms, molecules, and solids, with an introduction to nuclear and elementary particle physics. The text will be on the level of Eisberg and Resnick, *Quantum Physics*. Prerequisites: PHY 202 and PHY 332; PHY 421 must precede PHY 422.

PHY 421L. Modern Physics Laboratory I 1 hour

Laboratory work will emphasize modern physics in areas such as microwave optics, superconductivity, measurements of magnetic fields, electron spin resonance, the Franck-Hertz experiment, laser optics, etc. Corequisite: PHY 421.

PHY 422L. Modern Physics Laboratory II 1 hour

Laboratory work to accompany course PHY 422.

PHY 423. Mathematical Physics 4 hours

This course will examine a variety of mathematical ideas and methods used in physical sciences. Topics may include: vector calculus; solutions of partial differen-

tial equations, including the wave and heat equations; special functions; eigen value problems; Fourier analysis and mathematical modeling, particularly numerical computer methods. Prerequisite: MAT 241 with a grade of "C-" or higher.

PHY 431. Special Topics in Theoretical Physics 1-4 hours

Topics to be chosen in accordance with the student's interest include Laser Physics, Plasma Physics, Theory of the Solid State, Nuclear and Particle Physics, Astrophysics, and Cosmology.

PHY 441. Special Topics in Experimental Physics 1-4 hours

Topics to be chosen in accordance with the student's interest in experimental physics.

PHY 499. Independent Study in Physics 1-4 hours

Supervised study of a topic of interest to the student, which is not treated in the regularly scheduled course offerings. Prerequisite: Permission of the instructor.

Politics

The study of politics at Oglethorpe University focuses on the interpretation of events, both past and current, from a perspective informed by the study of political thought and institutions. In addition, students in this discipline develop their capacity to compare analogous cases and to generalize. The ability to read difficult texts carefully and thoughtfully is especially important in political philosophy courses. Students of politics develop some tolerance for ambiguity and disagreement, while at the same time learning to appreciate the difference between informed and uninformed opinion. The study of politics provides good training for life in a world that, for better or worse, is shaped profoundly by political institutions. It is especially appropriate for those interested in careers in law, business, teaching, journalism, and government.

To engage in career exploration and to learn more about practical politics, majors are encouraged to seek internships. Oglethorpe's location in metropolitan Atlanta means that a diverse array of internships is readily available to students. In recent years, students have taken advantage of the Georgia Legislative Intern and Governor's Intern Programs, working with the Georgia State Legislature, the Department of Industry, Trade, and Tourism, and the League of Women Voters, among others. The University's Office of Experiential Education also is prepared to help students identify and develop interesting internships. In addition, the University is able to arrange numerous exciting opportunities through its affiliations with The Washington Center for Internships and the Washington Semester Program of American University. While students may earn up to 16 semester hours of internship credit, only eight may count toward the fulfillment of major requirements and four toward the fulfillment of minor requirements.

Students majoring in politics also are encouraged to consider the possibility of studying abroad. For a listing of foreign institutions and programs with which Oglethorpe has exchange agreements and affiliations, please see International Exchange Partnerships/Study Abroad in the Educational Enrichment section of this *Bulletin*.

Major

The requirements for a major in politics are satisfactory completion of at least 10 courses in the discipline, of which the following five are required:

- PHI 207 Political Philosophy I: Ancient and Medieval **or**
- PHI 208 Political Philosophy II: Modern
- POL 101 Introduction to American Politics
- POL 111 International Relations
- POL 121 European Politics
- POL 131 Asian Politics

In addition, students must take two courses at the 300 level and one at the 400 level. The degree awarded is the Bachelor of Arts.

Minor

To receive a minor, students must take four courses distributed among three of the four subfields of the discipline (American politics, comparative politics, international relations, and political philosophy).

POL 101. Introduction to American Politics..... 4 hours

This course is an introduction to the fundamental questions of politics through an examination of the American founding and political institutions.

POL 111. International Relations 4 hours

This course is an introduction to the conduct of politics in a condition of anarchy. The central issues will be how and whether independent states can establish and preserve international order and cooperate for the achievement of their common interests in an anarchic environment. These questions will be explored through a reading of relevant history and theoretical writings and an examination of present and future trends influencing world politics.

POL 121. European Politics 4 hours

This course is a factual, conceptual and historical introduction to politics on the European continent, including (but not necessarily limited to) Britain, France, Germany, Italy, Russia, and the European Union. These regimes will be studied through a comparison of their social structures, party systems, institutions and constitutions, political cultures and (if possible) their domestic policies. Prerequisite: POL 101.

POL 131. Asian Politics 4 hours

This course is a general introduction to the variety of political systems in Asia, concentrating particularly on the nations of East Asia. It will emphasize the methods of comparative political study and will focus on understanding the factors that determine different political outcomes in nations that share a geographical region and many similar cultural and historical influences.

POL 201. Constitutional Law 4 hours

In this course, we will examine the Constitution and the efforts of the United States Supreme Court to expound and interpret it. In addition to reading and briefing many Supreme Court decisions, we will examine some leading contemporary works in constitutional and legal theory. Prerequisite: POL 101.

POL 202. State and Local Government 4 hours

This course is a survey of the origin, development, and characteristic problems of state and local government in the United States. Prerequisite: POL 101.

PHI 207. Political Philosophy I: Ancient and Medieval 4 hours

This is an examination of the origins of philosophical reflection on the fundamental issues of politics, which is designed to lead to the critical consideration of the political views of our time. Among the topics discussed are the relationship between knowledge and political power and the character of political justice. Portions of the works of Aristophanes, Plato, Aristotle, Aquinas, and Alfarabi are examined. Prerequisite: COR 201 or permission of the instructor.

PHI 208. Political Philosophy II: Modern 4 hours

This is a critical examination of the peculiarly modern political and philosophical stance beginning where Political Philosophy I concludes. Among the authors discussed are Machiavelli, Hobbes, Rousseau, Kant, and Kojeve. Prerequisite: PHI 207 or permission of the instructor.

INT 303. The New American City..... 4 hours

The purpose of this course is to examine the problems and prospects of politics and policymaking in the new American city and its environs. Consideration will be given to the political and sociological significance of a number of the factors that characterize this new development, including the extremes of wealth and poverty, the mix of racial and ethnic groups, and the opportunities and challenges provided by progress in transportation and technology. Offered annually.

POL 302. American Political Parties 4 hours

An in-depth study of the development of party organizations in the United States and an analysis of their bases of power. Prerequisite: POL 101.

POL 303. Congress and the Presidency 4 hours

An examination of the original arguments for the current American governmental structure and the problems now faced by these institutions. Prerequisite: POL 101.

POL 311. United States Foreign Policy 4 hours

A history of American foreign policy since 1945, emphasis in this course will be on the description, explanation, and evaluation of events and policies, not the study of policy-making as such.

POL 331. Politics in Japan 4 hours

This course will examine the processes and institutions of the Japanese political system. It will investigate traditional areas of interest such as political parties, legislative politics, the bureaucracy, and public policy formation and then look at related phenomena within the broader society. Prerequisite: POL 101 or POL 131.

POL 350. Special Topics in Politics 4 hours

A variety of courses will be offered to respond to topical needs of the curriculum. Recent courses include Theorists of International Order, Shakespeare's Politics, Criminal Law, and Citizenship in Theory and Practice.

POL 401. Business and Politics 4 hours

In this course, the role of business groups in public affairs and the role of government in business affairs will be examined. Discussion will include the structure of interest groups, their lobbying activities, and the politics of regulation, among other topics. It is intended to serve as the “capstone” for the study of American politics in the major. Prerequisite: POL 101 or permission of the instructor.

POL 411. Advanced Topics in International Relations 4 hours

An in-depth treatment of one or more of the issues introduced in International Relations. Topics vary from year to year. Prerequisite: POL 111 or POL 311.

POL 431. Seminar in Politics and Culture 4 hours

This will be an upper-level seminar in the study of the relationship of politics and culture. Emphasis will be placed on understanding the nature and difficulties of cultural study, with particular attention to ethnographic or participant observer research methods. Focus of the seminar will change yearly but may include Judaism and Jewishness or Women and Politics. Prerequisite: POL 101 or junior standing.

POL 441. Studies in Political Philosophy 4 hours

An intensive examination of a text or theme introduced in the Political Philosophy sequence. Among the topics have been Rousseau’s *Emile*, Spinoza, and The German Enlightenment. Prerequisite: Permission of the instructor.

POL 450. Independent Study in Politics 1-4 hours

Supervised research on a selected topic. Prerequisite: Permission of the instructor.

POL 451. Internship in Politics 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at the Georgia State Legislature, the United States Department of State, the Carter Center, and the Superior Court of Fulton County. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Pre-law Studies

Students planning to enter law school after graduation from Oglethorpe should realize that neither the American Bar Association nor leading law schools endorse a particular pre-law major. The student is advised, however, to take courses that enhance the basic skills of a liberally educated person: reading with comprehension, writing, speaking, and reasoning. The student is encouraged to become more familiar with political, economic, and social institutions as they have developed historically and as they function in contemporary society.

Students interested in pursuing a legal career should ask the Registrar for the names of faculty members serving as pre-law advisors.

Pre-medical Studies

A student who plans to attend a professional school of medicine, dentistry, optometry, pharmacy or veterinary medicine should plan a program of studies at Oglethorpe in consultation with a faculty member who is a designated pre-medical advisor. It is desirable for the pre-medical students to begin the process of undergraduate program planning with a pre-medical advisor. It is essential that contact be established by the second semester of the student's freshman year.

Professional schools of health science require for admission successful completion of a specified sequence of courses in the natural sciences, courses in the humanities and social sciences, as well as the submission of acceptable scores on appropriate standardized tests. However, pre-medical students have a wide latitude of choice with regard to the major selected. Students should familiarize themselves with the particular admission requirements of the type of professional school they plan to enter prior to deciding on the course of study to be pursued at Oglethorpe.

Some schools of medicine, dentistry, and veterinary medicine will admit highly qualified applicants who have completed all admission requirements for the professional school during three years of study at an undergraduate institution. (Four years of undergraduate work and a bachelor's degree are standard requirements; admission after three years is highly atypical and is not available at all schools.) It is possible for students to enter an allopathic or osteopathic medical school, dental school or veterinary school (no other health professions schools are eligible) after three years of study at Oglethorpe to complete their bachelor's degree under the **Professional Option**. By specific arrangement between the professional school and Oglethorpe University, and in accordance with regulations of both institutions, after successful completion of all academic requirements of the first year in the professional school, the student receives a degree from Oglethorpe University when certified to be in good standing at the professional school. Students interested in this possibility should consult with their advisors to make certain that all conditions are met; simultaneous enrollment in several science courses each semester during the three years at Oglethorpe likely will be required to meet minimum expectations for taking professional school admissions tests and to meet admission requirements for the professional school. All Oglethorpe core courses must be completed before the student enrolls in the professional school.

Psychology

The Department of Psychology endorses a view of psychology as the use of scientific methods to study a broad range of factors that often interact to produce human behavior, including cognitive, developmental, personality, physiological, and social variables. Therefore, students who major in psychology are expected to:

1. Learn to apply empirical methods to understand human and animal behavior. Students should be able to use and critique a variety of research methods, ranging from controlled laboratory experiments to naturalistic

observations. Specific skills to be acquired include the ability to operationally define concepts for empirical study; to collect, analyze, and interpret empirical data; and to clearly communicate findings to larger audiences through oral and written presentations (for example, APA style research papers, posters, and presentations).

2. Learn major theoretical and empirical advances in a variety of disciplines within the field of psychology (for example, clinical, cognitive, developmental, motivational, organizational, personality, physiological, social). This objective should include the ability to compare and contrast explanations offered by different schools of thought within each discipline (for example, behavioral, biological, cognitive, dispositional, psychoanalytic, social learning). It also should include an understanding of both current and historically prominent developments in the various disciplines.
3. Learn ways in which psychological concepts can be applied for the benefit of oneself and society. Students will learn about clinical, educational and organizational applications of psychological research and will consider ways in which psychological principles may be relevant to personal life and civic participation. In addition, students are expected to become more precise and tolerant observers of human behavior and individual differences.

Major

The major consists of at least nine psychology courses (36 semester hours) beyond Psychological Inquiry. These nine courses must include Statistics, Introduction to Quantitative Research Methods, Advanced Experimental Psychology, and History and Systems of Psychology. Psychology majors also are required to complete the following two directed electives: General Biology I and II. The degree awarded is the Bachelor of Arts.

Minor

A minor in psychology consists of any four psychology courses (20 semester hours) beyond Psychological Inquiry. No course can be used to satisfy both major and minor requirements.

PSY 101. Psychological Inquiry..... 4 hours

This course presents a unique way of understanding ourselves: the use of the empirical method to obtain information about human and animal behavior. Psychological experimentation will be shown to contribute to human self-understanding through its production of interesting, reliable, and often counter-intuitive results. Topics to be considered may include obedience to authority, memory, alcoholism, persuasion, intelligence, and dreaming. These topics will be examined from a variety of potentially conflicting perspectives: behavioral, cognitive, developmental, biological, and psychoanalytic.

PSY 201. Child and Adolescent Psychology 4 hours

The ways in which individuals understand the world and each other change dramatically from birth to adolescence. This course will trace these developments, particularly those of cognition, social behavior, and self-concept. The factors influencing development, such as heredity and the social/cultural environment, will be emphasized. Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 202. Organizational Psychology 4 hours

Organizations and the individuals who function within them will be examined from the perspective of psychological theory and research. Consideration will be given both to broad topics relevant to all organizations, such as communications, groups, and leadership, and to topics specific to the work environment, such as employee selection, training, and evaluation. Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 203. Learning and Conditioning 4 hours

This course examines the empirical and theoretical issues surrounding learned behavior. Most of the data discussed come from studies in animal learning but special emphasis will be placed on how learning principles explain everyday human behavior and are used in the treatment of abnormal behavior patterns. Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 204. Social Psychology 4 hours

Social psychology is the study of human beings in interaction with each other or under the pressure of forces of social influence. The course will include a consideration of conformity, persuasion, attraction, aggression, self-presentation, and other relevant aspects of the social life. Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 205. Theories of Personality 4 hours

The goal of this course is to acquaint the student with the major theories of personality and with approaches to the scientific evaluation of them. Students will be encouraged to engage in critical analysis and theoretical comparisons of the ideas presented from diverse, and often contradictory, perspectives. Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 301. Introduction to Quantitative Research Methods 4 hours

Through a combination of class discussion and hands-on research activity, this course provides students with exposure to a variety of research approaches. The course begins with an examination of descriptive methods, such as naturalistic observation, surveys, and archival research, and concludes with an analysis of controlled experimental methods. Quasi-experimental designs and applications of research methods are also explored. Offered annually. Prerequisites: PSY 101 with a grade of "C-" or higher and MAT 111.

PSY 302. Advanced Experimental Psychology 4 hours

This sequel to the introductory research methods course provides an in-depth analysis of controlled experimentation in a laboratory setting. Each student will design and conduct an individual research project to fulfill the laboratory component of the course. Prerequisite: PSY 301.

PSY 303. Psychological Testing 4 hours

This course covers the selection, interpretation, and applications of psychological tests, including tests of intellectual ability, vocational and academic aptitudes, and personality. The most common uses of test results in educational institutions,

clinical settings, business, government, and the military will be considered. The history of psychological testing and the interpretation of test results also will be considered from both traditional and critical perspectives. Although students will have the opportunity to see many psychological tests, this course is not intended to train students actually to administer tests. Prerequisites: PSY 101 with a grade of "C-" or higher and MAT 111.

PSY 304. Psychology of Leadership 4 hours

The concept of leadership will be explored within the context of psychological research and theory. Students will be invited to examine a variety of approaches to leadership and to analyze them critically. Activities that foster the development of effective leadership abilities and strategies will be an important component of the course. Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 306. Abnormal Psychology 4 hours

There are three main goals in this course. The first is to enhance the student's understanding of psychopathology and major treatment approaches. The second is to help the student learn to evaluate critically the research evidence regarding therapeutic interventions. The third is to encourage a self-examination of the student's attitudes and those of our society regarding mental illness and the full range of human individual differences. Prerequisites: PSY 101 with a grade of "C-" or higher and PSY 205.

PSY 307. Cognitive Psychology 4 hours

This course explores the nature and function of human thought processes. Topics to be considered include perception, attention, remembering and forgetting, mental imagery, psycholinguistics, problem solving, and reasoning. Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 308. Sensation and Perception 4 hours

This course explores how the brain and body transduce, organize, and interpret information from the environment. Topics covered will include psychophysical methods, signal detection theory, and the neural mechanisms underlying vision, hearing, taste, smell, and touch. Prerequisites: PSY 101 with a grade of "C-" or higher and BIO 102. (Biology majors only need BIO 102.)

PSY 309. Behavioral Neuroscience 4 hours

This course focuses on the neural and hormonal correlates of behavior including sleep, feeding, sexual behavior, learning and memory, language, movement, and psychopathology including mood disorders and schizophrenia. Other topics include methods used in the brain sciences, the connection between stress and illness, and how the brain recovers from injury. Prerequisites: PSY 101 with a grade of "C-" or higher and BIO 102. (Biology majors only need BIO 102.)

PSY 401. Special Topics in Psychology 4 hours

The seminar will provide examination and discussion of various topics of contemporary interest in psychology. Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 402. Topics in Clinical Psychology 4 hours

The focus of the course is on the examination and discussion of topics of contemporary interest in clinical psychology. Prerequisite: PSY 306.

PSY 403. Drugs, the Brain, and Behavior 4 hours

This course examines the effects of psychoactive drugs on the central nervous system and behavior. Both recreational and illicit drugs (opioids, stimulants, sedatives, hallucinogens) and those used to treat mental disorders (antianxiety agents, antidepressants, antipsychotics) will be covered. Drug action at the synaptic level, dose-response functions, tolerance and sensitization, and toxicity will be discussed. Prerequisites: PSY 101 with a grade of "C-" or higher and BIO 102. (Biology majors only need BIO 102.)

PSY 405. History and Systems of Psychology 4 hours

A study of the historic development of modern psychology, this course covers its philosophical and scientific ancestry, the major schools of thought, the contemporary systems of psychology, and their theoretical and empirical differences. Recommended for the senior year. Prerequisites: Two or more psychology courses and senior status or permission of the instructor.

PSY 406. Directed Research in Psychology 4 hours

Original investigations and detailed studies of the literature in selected areas of psychology will be supervised by a faculty member. Emphasis will be on original research. Prerequisites: PSY 301 and permission of the instructor.

PSY 407. Internship in Psychology 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at the Georgia Psychological Association, Atlanta Center for Eating Disorders, and Yerkes Regional Primate Center. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

PSY 408. Independent Study in Psychology 1-4 hours

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. Prerequisite: Permission of the instructor.

Sociology

Sociology is the study of human society, culture, and conduct from a variety of perspectives that include interpersonal, institutional, and aggregate levels of analyses. At the interpersonal level, sociologists may study personality formation in

social contexts or how the individual responds to social opportunities and constraints. At the institutional level, sociologists attempt to analyze social institutions (such as the family, religion, and the state) and social structures (such as social classes and racial and ethnic stratification) that shape human conduct. And at the aggregate level, sociology focuses on the study of large-scale influences ranging from demographics to social movements to cultural systems.

The mission of the sociology faculty at Oglethorpe is to introduce students to such studies within a liberal arts setting by developing each student's analytical, writing, speaking, and methodological skills, as well as his or her ability to comprehend and explicate difficult texts. Sociology majors should be able, through written and oral analyses, to make arguments whose conclusions follow from evidence carefully and logically presented. They should be able to distinguish between informed and uninformed opinion. In addition, each sociology student at Oglethorpe will be expected to master essential knowledge within the areas of sociological theory, research methodology, and statistics, and within at least three content areas. In order to encourage a practical understanding of social problems and institutions, students, where appropriate, are urged to seek internships. Students bound for graduate school are encouraged to master a foreign language.

Major

The sociology major consists of a minimum of nine sociology courses (36 semester hours) beyond Human Nature and the Social Order I and II. These nine courses must include Introduction to Sociology, Statistics, Research Design for Social Scientists, Sociological Theory, and five additional sociology courses selected by the student. Of the nine courses, at least six must be completed at Oglethorpe for a major in sociology. Human Nature and the Social Order I and II must be completed by all majors who enter Oglethorpe below the junior level. The degree awarded is the Bachelor of Arts.

Minor

A minor in sociology consists of Introduction to Sociology and any other three sociology courses (16 semester hours) beyond Human Nature and the Social Order I and II. No course can be used to satisfy both major and minor requirements. Of the four sociology courses, at least three must be completed at Oglethorpe for a minor in sociology.

Sociology with Social Work Concentration

Major

A major in sociology with a concentration in social work consists of seven courses (28 semester hours) beyond Human Nature and the Social Order I and II, in addition to a semester of field placement (16 semester hours). Required courses include Introduction to Sociology, Field of Social Work, and Methods of Social Work, in addition to four sociology electives. The degree awarded is the Bachelor of Arts.

SOC 101. Introduction to Sociology 4 hours

This course offers an introduction to topics central to the study of human society, culture, and conduct. Selected fields of study frequently include culture,

formation of the self, social classes, power structures, social movements, criminal behavior, and a variety of social institutions. Emphasis is placed upon basic concepts and principal findings of the field. Offered annually.

SOC 201. The Family 4 hours

This course focuses primarily on the 20th-century American family. The topics discussed include trends in marriage, the age of marriage, fertility, illegitimacy, divorce, remarriage, and domestic abuse. The possible social and economic causes and consequences of these trends are also discussed. Offered annually.

SOC 202. The American Experience 4 hours

The purpose of this course is to acquaint students with basic aspects of the American experience. Special attention is paid to the individual's relationship to the community. Specific topics of discussion include Populism, Federalism, the role of advertising in folk culture, the relationship of technology and democracy, and America's exploring spirit. Offered biennially.

SOC 203. Population 4 hours

Demographers study the characteristics of human populations. This proves to be difficult because the population is constantly changing - new humans are born while others die. In the meantime, people tend to move around a lot. These dynamics vary across nations according to geography, history, religion, economics, policy, and social structure. Furthermore, individual-level demographic behavior varies within cultures for myriad reasons. This course is designed to increase awareness of population as a topic of inquiry, to understand the ways that human populations differ from one another, and to explore issues related to population processes. Examples of issues include abortion, aging, urbanization, and AIDS. Offered biennially.

SOC 205. Deviance and Criminality 4 hours

This course will examine behaviors that do not conform to moral and legal codes and the ways in which societies control such behaviors. Particular emphasis will be given to American society. Readings will include classic and current analyses of deviance and crime. Offered biennially.

SOC 301. Research Design for Social Scientists 4 hours

This course serves as an introduction to methods of inquiry in the social sciences. Although experimental design will be addressed, the main emphasis will be on qualitative approaches to research design, including historical/comparative research, focus group and qualitative interviewing, ethnographic field research, case studies, and extant data research (including archives and time series). Students will be introduced to sampling and formal survey instruments, but analysis of quantitative data will be limited to simple descriptive statistics common to each research approach. Offered biennially.

SOC 302. The Sociology of Work and Occupations 4 hours

This course has three purposes: first, to analyze the means by which non-economic institutions, especially the family, schools, and religious institutions influence the formation of "human capital." Second, to study the history and

contemporary nature of the professions; and third, to analyze the relationship between the external control of workers and their internal motivation. A cross-cultural approach is employed in the course. Offered biennially.

INT 303. The New American City 4 hours

The purpose of this course is to examine the problems and prospects of politics and policymaking in the new American city and its environs. Consideration will be given to the political and sociological significance of a number of the factors that characterize this new development, including the extremes of wealth and poverty, the mix of racial and ethnic groups, and the opportunities and challenges provided by progress in transportation and technology. Offered annually.

SOC 303. Field of Social Work 4 hours

This course will study and analyze the historical development of social work and social work activities in contemporary society. Offered annually.

SOC 304. Methods of Social Work 4 hours

This course is a study of the methods used in contemporary social work. Offered annually. Prerequisite: SOC 303.

SOC 305. Film and Society 4 hours

This course is designed to help students analyze and interpret films from the perspectives of social theory. Emphasis will be placed upon exploring visions of the self and society in a variety of film genres, including mysteries, comedies, film *noir*, westerns, musicals, etc. Films studied in recent classes include *Citizen Kane*, *Vertigo*, *The Maltese Falcon*, *Red River*, *Cabaret*, and others. Offered biennially.

SOC 306. Race, Ethnicity, and Immigration 4 hours

This course treats contemporary ethnic relations and the history of immigration in the United States. It considers the role of markets, government policy, and culture in the formation of ethnic identity and the well being of ethnic groups. Although the chief concern is with the United States, a comparative approach is taken. Offered annually.

SOC 307. Elites and Inequality 4 hours

An examination is made in this course of the social stratification of privileges and deprivations in contemporary societies, focusing on the distribution of wealth, status, and power. The course studies social stratification historically and comparatively, the American upper, middle, and lower classes, institutionalized power elites, race and gender stratification, status systems, and economic inequality. Offered biennially.

SOC 308. Culture and Society 4 hours

A study of the dynamics of traditional, modern, and postmodern cultures that focuses on the analysis of symbolic forms and boundaries, social memory, ceremonies and rituals, bodily habits, cultural elites, and cultural revolutions. Special attention is given to "culture wars," the impact of mass media, and postmodernism in contemporary societies. The course is comparative in approach. Offered biennially.

SOC 309. Religion and Society 4 hours

This course will examine religion as a social institution, its internal development, relationship to other institutions, and its cultural and social significance in modern and traditional societies. Special attention will be given to the conflict between spirit and institution in Christianity; the rise and decline of denominationalism; contemporary forms of spirituality; the modern psychologization of religion, and the comparative study of religions. Offered biennially.

SOC 310. Life Course Sociology 4 hours

This course uses an interdisciplinary approach to explore the exciting diversity of ways Americans construct lives for themselves. As such, Life Course Sociology will study how individuals - with individual propensities - encounter social networks and institutions to develop meaningful solutions to decisions about education, family formation, and career trajectories. These individual decisions modified by social context take place against the backdrop of social events - economic conditions, war, changing gender norms - which create new opportunities and constraints. Offered biennially.

SOC 401. Nations and Nationalism 4 hours

This course examines the rise and persistence of nation-states and nationalism in the modern world. Theories of nationalism, nationalist visions, and case studies of particular nations, including France, Germany, and Russia will be covered. Topics to be addressed include radical nationalism (for example, Nazism and Fascism), problems of national "self-determination," Zionism, and the fall of Communism.

SOC 402. Field Experience in Social Work 16 hours

Students concentrating in social work spend a semester in social work agencies in the Atlanta area for on-the-job practicum experience. Successful field placements have been made in a variety of settings in recent years, including Wesley Woods Health Center, West Paces Ferry Hospital, and Atlanta shelters for the homeless. Prerequisites: SOC 303, permission of the academic advisor and faculty supervisor, and signature of the Director of Experiential Education.

SOC 403. Sociological Theory 4 hours

This course will study classical and contemporary theory with an emphasis upon the latter. Contemporary theories covered usually include utilitarian individualism (sociobiology, exchange theory, and rational-choice theory), communitarianism, civil society theory, critical theory, and post-modernism. Offered biennially.

SOC 404. Special Topics in Sociology 4 hours

A seminar providing examination and discussion of various topics on contemporary and historical interest in sociology. Prerequisite: Permission of the instructor.

SOC 405. Internship in Sociology 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regu-

larly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at the Gainesville/Hall Senior Center, the Georgia Bureau of Investigation, and the Partnership Against Domestic Violence. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

SOC 406. Independent Study in Sociology 1-4 hours

An intense study of diverse topics under the direct supervision of the instructor. Prerequisite: Permission of the instructor.

SOC 407. Internship in American Studies 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Spanish

A Spanish major is designed to help the student become increasingly knowledgeable about the language, literature and cultures of the people who speak and live the Spanish language. Courses that focus on developing language skills (reading, writing, listening comprehension, and speaking) are followed by more advanced study in literature, film, and civilization. Acquiring familiarity with culture in the Spanish-speaking world is a goal throughout the program. The study of another language should provide the means to appreciate more fully the global community to which all of us increasingly belong. It should also furnish an insightful view of one's own culture and language. Students can pursue graduate degrees or prepare themselves for careers in international business or politics.

The study of another culture and language is greatly enhanced by an experience studying and living where the language is spoken. Spanish majors are therefore required to study and live in a Spanish-speaking country for one semester after having completed an initial sequence of courses and before beginning advanced classes in the language at Oglethorpe. This can be accomplished by participating in the exchange program with one of the University's partners or by making other suitable arrangements in consultation with the student's advisor. Native speakers of Spanish may complete the study abroad portion of the major at Oglethorpe or through cross registration for courses at Atlanta Regional Consortium for Higher Education (ARCHE) institutions.

Spanish majors are also strongly recommended to consider courses in Spanish and Latin American history and studies, or other related fields.

All students with previous study or experience in Spanish must take a language placement examination during Make the Connection weekend or immediately prior to

fall registration. They will be placed in the course sequence according to their competence. Under no circumstances should students with past experience in the language place themselves in courses, especially at the elementary level. Students are not eligible to enroll in elementary and intermediate courses in their primary languages.

Major

Students who major in Spanish must first complete the following requirements:

SPN 201 Intermediate Spanish

SPN 302 Advanced Spanish

SPN 302 Introduction to Hispanic Literature

Students will then complete a semester in an approved study abroad program, which should include a minimum of 12 semester hours. Returning students must complete three upper-level (300 or 400) courses in Spanish.

Elementary French I or II, as determined through the French placement test, is also required. It is recommended that this requirement be completed during the student's first two years.

The degree awarded is the Bachelor of Arts.

Minor

A minor in Spanish consists of these three obligatory courses:

SPN 201 Intermediate Spanish

SPN 301 Advanced Spanish

SPN 302 Introduction to Hispanic Literature

One upper-level course (300 or 400) is required to complete the minor. Certain requirements may be met through an approved study abroad program.

SPN 101, SPN 102. Elementary Spanish I, II 4 plus 4 hours

These courses are an introduction to understanding, speaking, reading, and writing Spanish. Emphasis will be placed on acquiring a foundation in basic grammar as well as on listening comprehension and spoken Spanish through class activities, tapes, and videos. Prerequisite: None for SPN 101; SPN 101 required for SPN 102, or placement by testing.

SPN 201. Intermediate Spanish 4 hours

This course is intended to review basic grammar and develop more complex patterns of written and spoken Spanish. Short compositions, readings from Spanish and Spanish-American literature and class discussions require active use of students' acquired knowledge of Spanish and form the basis for the expansion of vocabulary and oral expression. Prerequisite: SPN 102 or placement by testing.

SPN 301. Advanced Spanish 4 hours

This course is designed to improve students' skills to a sophisticated level at which they are able to discuss and express opinions in both oral and written form. Readings of essays and short-stories as well as film viewing in Spanish are used as the basis for discussion, introduction to cultural issues, and written expression. Frequent writing assignments. Prerequisite: SPN 201 or placement by testing.

SPN 302. Introduction to Hispanic Literature 4 hours

This course offers an introduction to literary analysis based on a rigorous pro-

gram of readings from Spanish and Spanish American literatures. It is a skills-building course that familiarizes students with the lexicon of literary criticism in Spanish and trains them to be active readers of Hispanic literature. Students read and analyze (orally and in writing) representative works of the four fundamental genres of literature: Narrative, Poetry, Drama, and Essay. Taught in Spanish. Prerequisite: SPN 301 or placement by testing.

SPN 305. Spanish for International Relations and Business 4 hours

In this course students will learn vocabulary appropriate to the world of international relations and business in order to understand both oral and written material on relevant issues. Students will read and discuss articles and newspapers in Spanish and explore common cross-cultural clashes and misunderstandings in order to improve intercultural communications as a means of succeeding in the global marketplace. When possible, there will be Spanish-speaking guests from the diplomatic and business communities of Atlanta. Taught in Spanish. Prerequisite: SPN 301 or placement by testing.

SPN 401. Special Topics in Hispanic Languages, Literatures, and Cultures 4 hours

This course provides the opportunity to study particular aspects of the languages, literatures and cultures of Spain, Spanish America or United States Hispanic communities not covered in the other courses. This course may be repeated for credit as course content changes. Prerequisite: SPN 301.

SPN 403. Political Issues in Spanish American Literature and Film 4 hours

The social and political upheavals that took place in several Spanish American countries during the 20th century spawned the development of a rich literary and cinematic corpus. This course will examine part of that corpus in its historical and cultural context and how political issues are aesthetically elaborated in fiction, poetry, essay and film. Among the topics to be studied are revolution, testimony, exile, and the Other as a figure of resistance. Taught in Spanish. Prerequisite: SPN 302.

SPN 405. 20th-Century Spanish American Literature 4 hours

This is a study of Spanish American literature from the 1930s to the present, focusing on its departure from the Realist tradition and its adoption of experimentation, self-reflection, parody, magical realism or the fantastic. Modern and post-modern trends will be examined. Readings include fiction by Borges, Fuentes, Cortázar, García Márquez, and Puig. Taught in Spanish. Prerequisite: SPN 302.

SPN 410. The Development of Latin American Cultures 4 hours

This course introduces students to the diverse cultural heritage of Latin America paying special attention to the impact and consequences of the encounter between European, Native and African cultures in art, politics, and religion. Manifestations of cultural syncretism and diversity from the times of the Spanish conquest and colonization to the post-colonial polemics of cultural identity will be examined. Taught in Spanish. Prerequisites: SPN 302.

Theatre

Courses in theatre history, film, and characterization, combined with the University's unique apprenticeship program, offer students a study of theatre that is interactive in approach and broad in scope. Students who enter Oglethorpe with a background in theatre, as well as those with an interest but no experience, will find ample opportunities in the theatre program to develop their skills and expertise. As such, a theatre minor serves as an appropriate complement to a variety of majors in communications and the humanities, as well as a preparation for graduate and professional work in theatre.

Minor

Students are required to take the following courses:

- THE 201 Beginning Characterization
- THE 301 Advanced Characterization
- THE 310 Apprenticeship in Theatre

In addition, one course selected from the following:

- THE 210 The History of Comedy
- THE 220 The History of Tragedy

THE 201. Beginning Characterization 4 hours

This course focuses on the training of the body and voice as tools used in characterization. Students will explore the basic principles and techniques of stage combat, mime, movement, vocalization, and contemporary characterization. Students will be expected to perform scenes with partners as well as individual monologues.

THE 301. Advanced Characterization 4 hours

This course allows students to work with texts from various periods in theatrical history, examining the costuming and mannerisms of each period and applying these observations to the performance of both scene and monologue work. Periods studied will include: Greek, Medieval, Elizabethan, Commedia dell'arte, French Neoclassic, Restoration, and Early 20th-Century Realism. Prerequisite: THE 201.

THE 210. The History of Comedy 4 hours

In this course the student will examine the history and development of comedy as a theatrical art form, using not only the texts but the performing, costuming, and staging practices of the period as keys to a better understanding of the genre. Writers studied will include Aristophanes, Menander, Plautus, Terence, Shakespeare, Johnson, Congreve, Moliere, Goldoni, Gozzi, and Sheridan.

THE 220. The History of Tragedy 4 hours

In this course the student will examine the history and development of tragedy as a theatrical art form, using not only the texts but the performing, costuming, and staging practices of the period as keys to a better understanding of the genre. Writers studied will include Sophocles, Euripides, Seneca, Marlowe, Kyd, Shakespeare, Corneille, Racine, Goethe, and Ibsen.

THE 310. Apprenticeship in Theatre 4 hours

The apprenticeship is designed to provide a hands-on learning experience in theatre. Students may focus on one of three areas of study: preparation and performance, theatrical design, or directing. All students participating in the apprenticeship program in a given semester will share a common reading, to be discussed at weekly seminar meetings, and will be expected to present their work for evaluation by a panel of faculty and students once during the semester. Open to juniors and seniors only and may be taken for credit only once. Prerequisite: Permission of the instructor.

THE 320. Special Topics in Contemporary Theatre and Film 4 hours

Through a study of works by contemporary playwrights and directors, students are encouraged to examine various societal issues, as well as the ways in which we as a society choose to entertain ourselves. Topics vary, but may include: The Feminist Approach to Theatre, The Search for the Hero in American Film, Hollywood's View of Women, and The Artist as Social Critic.

THE. 407. Internship in Theatre 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

THE. 408. Independent Study in Theatre 1-4 hours

Supervised research on a selected topic. Prerequisite: Permission of the instructor.

Women's and Gender Studies

Women's and gender studies is intended to introduce the student to the history of women and to the effects of gender on the forms of and approaches to disciplinary study and practice.

Minor

Five courses must be completed, one of which must be either Introduction to Women's Studies - Theory or Introduction to Women's Studies - History. Students must select courses from at least three different disciplines in addition to courses identified as WGS courses. Examples of other courses applicable to the minor are as follows:

- COM 390 Special Topics in Communications: Women in the History of Rhetoric
- COM 390 Special Topics in Communications: Gender and Communication
- ECO 422 Labor Economics
- EDU 449 Special Topics in Education: Trends and Issues in Social Studies
- ENG 304 Images of Women in Literature

ENG 312	Special Topics in Literature and Culture: Gender and Autobiography
ENG 312	Special Topics in Literature and Culture: Contemporary Women Writers
ENG 314	Special Topics in Major British and American Authors: Jane Austen
FRE 401	Special Topics in French Language, Literature, and Culture: Great French Actresses and Their Film Roles
MUS 430	Special Topics in Music: Women in Music
PSY 401	Special Topics in Psychology: Gendering (Social Constructions of Gender)
PSY 401	Special Topics in Psychology: Psychology of Women
SOC 201	The Family
SPN 401	Special Topics in Hispanic Languages, Literature, and Culture: Contemporary Latin American Women Writers
THE 320	Special Topics in Contemporary Theatre and Film: Feminist Theatre
THE 320	Special Topics in Contemporary Theatre and Film: The Good, the Bad, and the Beautiful- Hollywood's Treatment of Women

WGS 301. Introduction to Women's Studies - Theory 4 hours

The purpose of this course is to examine the diverse theoretical approaches, which have evolved as scholars and activists have endeavored to incorporate the concerns and experiences of diverse groups of women into dominant world views. The seminar will explore the issues of race, class, and gender, paying close attention to how these variables affect the development of women's identities and relationships.

WGS 302. Introduction to Women's Studies - History 4 hours

The purpose of this course is to explore the history of feminism. By examining a wide range of texts, this seminar will investigate the development of ideas, which have come to be recognized as feminist-womanist and the discipline that has developed into women's studies in the context of Western civilization. Included will be Raine Eisler's *The Chalice and the Blade*, which examines the position on women in the beginnings of civilization, Mary Wollstonecraft's *Vindication of the Rights of Women* (1792), Mary Beard's *Women as a Force in History*, De Beauvoir's *Second Sex*, Susan Faludi's *Backlash*, and Ellen Carol Dubois's *Unequal Sisters: A Multi-Cultural Reader in U.S. Women's History*.

WGS 303. The Literature and History of Immigrant and Minority

Women in America 4 hours

The purpose of this course is to explore the experiences of immigrant and minority women in North America from the interdisciplinary perspectives of history, literature, and women's studies. Through extensive reading, discussion, and research this seminar will attempt to recapture women's sense of their own identities in relation to the dominant ideologies of race, class, and gender.

WGS 304. Women Poets 4 hours

This course is a survey of poetry by women, from ancient Chinese, Persian, and

others in translation, to medieval Irish and Renaissance English, to 19th- and 20th-century Americans, as well as Eastern Europeans and Latin Americans in translation. Included will be several recent poets such as Gwendolyn Brooks, Adrienne Rich, and Mary Oliver in order to discover what themes, images, and attitudes, if any seem to emerge from the works. Prerequisites: COR 101 and COR 102.

WGS 305. Special Topics in Women’s and Gender Studies 4 hours

This course is intended to introduce the student to the study of women and gender. Special emphasis is placed on the intersection of gender with the epistemological foundations of other disciplines, and on the theory and practice of the study of gender. Courses are not limited to, for example, Southern Women’s Literature and History, but will often be under the same rubric of other disciplines such as are listed under the requirements of the minor.

Writing

A writing minor is open to all students except those pursuing a minor or major in communications.

Minor

The writing minor consists of five courses beyond Narratives of the Self I and II, one of which may be a internship:

- ARC 201 Seminar for Student Tutors (must be taken four times to constitute one writing minor course)
- COM 220 Investigative Writing
- COM 221 Persuasive Writing
- COM 240 Journalism
- COM 340 Business and Technical Communications
- COM 401 Internship in Communications (writing-intensive internship supervised by communications faculty member)
- ENG 230 Creative Writing
- ENG 231 Biography and Autobiography
- ENG 330 Writing Poetry
- ENG 331 Writing Prose, Fiction, and Nonfiction
- ENG 401 Internship in English (writing-intensive internship supervised by English faculty member)
- WRI 381 Independent Study in Writing
- WRI 391 Special Topics in Writing

ARC 201. Seminar for Student Tutors 1 hour

Peer tutors at the Academic Resource Center spend two hours per week assisting other students, individually or in groups, with course material, papers, and preparation for examinations. In addition, they participate one hour a week in support and training meetings with the ARC directors and with instructors of the courses in which they tutor. They discuss how to work with texts in different disciplines, encourage study group members to help each other learn, and foster student engagement with and assimilate course content. Prerequisite: Permission of the instructor or Writing Tutor Coordinator.

COM 220. Investigative Writing 4 hours

This expository writing course is designed to develop research and writing skills. Emphasis will be on learning a wide range of library and Internet-based research techniques and purposefully presenting information to a variety of audiences in appropriate format and style. Students will be asked to define their own investigative projects, and to analyze and revise their own writing. Investigative Writing or Persuasive Writing is a prerequisite for upper-level communications courses. Prerequisites: COR 101 and COR 102.

COM 221. Persuasive Writing 4 hours

This course is designed to develop sophisticated strategies of persuasion for analyzing and generating arguments responsive to targeted audiences in a variety of contexts, including civic, professional, and academic. Students will learn both classical and contemporary strategies of persuasion. Emphasis will be on presenting clear, coherent, and logical arguments. Students will be asked to define their own projects within assigned contexts. Students will evaluate their own and others' writing to enable the revision process. Investigative Writing or Persuasive Writing is a prerequisite for upper-level communications courses. Prerequisites: COR 101 and COR 102.

ENG. 230. Creative Writing 4 hours

This course is an introduction to writing poetry and prose fiction. The student will be asked to submit substantial written work each week, keep a journal, and read published writers. Much class time will be spent discussing student and published work. Prerequisites: COR 101 and COR 102.

ENG 231. Biography and Autobiography 4 hours

This course is an introduction to biographical and autobiographical writing with practice in the personal narrative as well as other forms such as the profile and the interview. Students will submit substantial written work each week and keep a journal. The class will follow a workshop format, discussing the students' and published work. Prerequisites: COR 101 and COR 102.

COM 240. Journalism 4 hours

This course teaches the fundamentals of journalistic news writing and reporting. From interviews to the Internet, students will learn how to gather information from a variety of sources and write stories using different types of leads, endings, and structures. They will also engage in a critique of today's journalistic practices. Prerequisites: COM 101 and COM 220 or COM 221.

ENG 330. Writing Poetry 4 hours

In weekly assignments students will try free verse and various forms in the effort to discover and to embody more and more truly what they have to say. Much time will be spent reading published poets, responding to student work in class, and trying to generate language that reveals rather than explains intangible "meanings." Prerequisites: COR 101 and COR 102.

ENG 331. Writing Prose, Fiction, and Nonfiction 4 hours

Students will get instruction and substantial practice in writing fictional and

life” onto the page. The class will follow a workshop format with weekly assignments, journal writing, extensive discussion of student work, and reading of published examples. Prerequisites: COR 101 and COR 102.

COM 340. Business and Technical Communications 4 hours

A course for students who have mastered the basic skills and insights of writing and who wish to improve their ability to write clear, concise, persuasive prose designed for audiences in the business and technical fields. Students are required to write a variety of texts, such as proposals, progress reports, recommendation reports, and manuals. Other elements of the course may include desktop publishing and oral presentations. Prerequisites: COM 101 and COM 220 or COM 221.

WRI 381. Independent Study in Writing 1-4 hours

Supervised independent writing project. Prerequisites: Permission of the instructor and the student must be pursuing a minor in writing or a major in communications.

WRI 391. Special Topics in Writing 4 hours

Study of a selected topic in the field of writing, such as Scientific and Technical Writing, Oral History, Contrastive Rhetoric and Analytical Writing, Writing for Educators, or The Art of the Essay. The topic will vary from year to year and may be offered by communications or English faculty. Prerequisites for special topics taken with communications faculty: COM 101 and COM 220 or COM 221.

COM 401. Internship in Communications 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An internship for the writing minor must be writing intensive. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at CNN, Fox 5, Pineapple Public Relations, Carrol/White Advertising, and Atlanta Journal Constitution. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

ENG 401. Internship in English 1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor, submit a learning agreement, work 30-35 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a research paper dealing with some aspect of the internship. An extensive list of internships is maintained by the Office of Experiential Education, including opportunities at Atlanta Magazine, The Knight Agency, and Peachtree Publishers. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

University College

Four of Oglethorpe's degrees - Bachelor of Arts in Liberal Studies, Bachelor of Business Administration, Master of Arts, and Master of Business Administration - are degrees that may be earned in programs of study offered through University College. These distinctive programs are offered with the working professional in mind. Information on these programs is provided in the *University College Bulletin* and available from the University College Office, located on the first floor of Hearst Hall.

Undergraduate Program

The undergraduate program within University College offers a curriculum for the adult learner that builds on the foundation of a liberal arts education and aims to enhance the student's skills in critical thinking, communication, and basic academic competencies. The underlying vision of the College reflects the two-fold philosophical and institutional mission of Oglethorpe University and its commitment to "make a life and make a living." The degree requirements include general education requirements designed to assure that each graduate acquires a broad comprehensive liberal education. In addition, study in a major field and the integration of theory and practice provides educational experiences that develop the student's chosen career. The total experience is designed to be of lasting benefit as a source for personal growth, professional renewal, and career advancement.

Majors offered are: Accounting and Business Administration (leading to a Bachelor of Business Administration degree); Communications, Humanities, Organizational Management, Psychology, and Social Sciences (leading to a Bachelor of Arts in Liberal Studies).

Traditional undergraduate students may take University College courses with written permission of their advisors and the University College administration. Traditional students who take University College courses are subject to the rules and regulations set forth in the *University College Bulletin*.

Graduate Programs

The primary purpose of the **Master of Business Administration** program is to provide graduates with the expertise necessary to become effective, professional managers in business and non-business organizations. The curriculum is designed to help students acquire an understanding of the context in which modern organizations operate, a knowledge of the content of management operations, and an appreciation of the interrelationships involved. The student will have an understanding of the economic, political, and social environments in which organizations operate, domestically and internationally, and the behavioral skills that are essential in the modern organizational environment.

Programs are offered leading to the **Master of Arts** degree in early childhood education and middle grades education. Teacher education at Oglethorpe is designed to challenge students to think critically about issues in education, to be informed decision makers, and to become change agents in their schools. Oglethorpe is committed to preparing teachers for the variety of settings and diverse populations of metropolitan schools. Graduates possess a broad knowledge of the literature in their field, are capable of sustained study, exhibit the power of independent thinking, and possess knowledge of the techniques of research.

Board of Trustees

The University is under the control and direction of the Board of Trustees. Among the responsibilities of the Board are establishing broad institutional policies, contributing and securing financial resources to support adequately the institutional goals, and selecting the President.

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Vice President, Global Corporate
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Peter C. Schultz
President
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Cathy Selig
Senior Vice President
Selig Enterprises

Susan M. Soper '69
Features Editor
The Atlanta Journal/Constitution

Judy Wood Talley '80
Atlanta

National Alumni Association

Board of Directors

As the primary representatives of Oglethorpe University's alumni body, the National Alumni Association Board of Directors works closely with the Alumni Office to achieve the Association's goal of establishing and encouraging an active and involved alumni network. The purpose of this network is to build mutually beneficial relationships between alumni, students, and the University, demonstrating that the student experience is just the beginning of a lifelong relationship with Oglethorpe.

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Williams Antiques

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Chicago, Illinois

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Senior Accountant
PricewaterhouseCoopers

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Investments
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Operations Manager
Bahar Development

Kenneth K. Hutchinson, D.M.D. '78
Dentist

Patricia Baker DeRose '58
Technical Specialist
Emory University Hospital

Pamela B. Jackson '78
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U.S. Merit Systems Protection Board

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Owner
Wayne M. Kise, C.P.A.

Lu Green LeRoy '95
Manager of PR - North America
Philips Consumer Electronics

Kathy Bedell Mayo '89
Owner
Krafts Made By Hand

James P. Milton '57
Retired Store General Manager
Sears, Roebuck & Company

Donna Cron Rasile '82
Salomon Brothers
Charlotte, North Carolina

Cynthia Larbig Rowe '84
Senior Vice President/Director of Marketing
Bank of America

Robert Alan Royalty '88
Vice President-
Global Corporate Banking
Citicorp North America, Inc.

Janice McNeal Smith '98
Sanibel Island, Florida

John W. Wuichet '90
Owner
Ecotone L.L.C.

The Faculty

(Year of appointment in parentheses)

G. Malcolm Amerson (1968)

James Edward Oglethorpe

Professor of Biology

B.S., Berry College

M.S., Ph.D., Clemson University

Keith H. Aufderheide (1980)

Professor of Chemistry

B.S., Wilmington College

Ph.D., Miami University

Charles L. Baube (1996)

Assistant Professor of Biology

B.A., Alfred University

M.A., Ph.D., Indiana University

Christian Y. Benton (1999)

Lecturer in Accounting

B.S., University of Maryland College Park

M.A., Webster University

C.P.A., Maryland, North Carolina,
South Carolina

Robert A. Blumenthal (1989)

Professor of Mathematics

B.A., University of Rochester

Ph.D., Washington University

James A. Bohart (1972)

Associate Professor of Music

B.S., M.M., Northern Illinois
University

William L. Brightman (1975)

Professor of English

A.B., Ph.D., University of
Washington

Ronald L. Carlisle (1985)

*Professor of Computer Science
and Mathematics*

Director of Computer Services

B.A., Emory University

M.A., Atlanta University

Ph.D., Emory University

John S. Carton (1998)

Assistant Professor of Psychology

B.A., Wake Forest University

M.A., Ph.D., Emory University

Cassandra C. Copeland (1999)

Assistant Professor of Economics

B.S., Florida State University

Ph.D., Auburn University

Lisa-Anne Culp (1999)

Assistant Professor of Communications

B.A., Smith College

M.A., University of Southern California

Ph.D., University of Arizona

John A. Cramer (1980)

Professor of Physics

B.S., Wheaton College

M.A., Ohio University

Ph.D., Texas A&M University

Roberta K. Deppe (1996)

Assistant Professor of Psychology

B.A., University of Northern Iowa

Ph.D., University of Wisconsin

-
- Timothy Doyle (2000)
Visiting Assistant Professor of History
 B.A., Wabash College
 M.A., Ph.D., Emory University
- Orlando Figueroa (2000)
Visiting Assistant Professor of Spanish
 B.A., University of Puerto Rico
 Ph.D., Emory University
- Monica Gaughan (1999)
Assistant Professor of Sociology
Director of Rich Foundation Urban Leadership Program
 B.A., New College of the University of South Florida
 M.P.A., Syracuse University
 M.A., Ph.D., University of North Carolina, Chapel Hill
- Ann Lee Hall (1996)
Assistant Professor of Education
 B.S., M.Ed., Ph.D., Georgia State University
- Bruce W. Hetherington (1980)
Professor of Economics
B.B.A. Madison College
 M.A., Ph.D., Virginia Polytechnic Institute
- Holly Hofmann (1999)
Lecturer in Accounting
 B.B.A., M.B.A., Baylor University
 C.P.A., Georgia
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Assistant Professor of English
 B.A., University of California, Berkeley
 M.A., Ph.D., University of Texas, Austin
- Rebecca C. Hyman (1998)
Assistant Professor of English
 B.A., M.A., Ph.D., University of Virginia
- Elizabeth C. Johnson (2000)
Assistant Professor of Psychology
 B.A., The Johns Hopkins University
 M.S., Ph.D., University of Georgia
- Charlotte Lee Knippenberg '82 (1990)
Director of the Theatre Program
 B.A., Oglethorpe University
 M.F.A., University of Georgia
- Joseph M. Knippenberg (1985)
Professor of Politics
Manning M. Pattillo Professor of Liberal Arts
 B.A., James Madison College of Michigan State University
 M.A., Ph.D., University of Toronto
- Alan Loehle (2000)
Visiting Lecturer in Art
 B.F.A., University of Georgia
 M.F.A., University of Arizona
- Jay Lutz (1988)
Professor of French
Frances I. Eeraerts '76 Professor of Foreign Language
 B.A. Antioch University
 M.A., Ph.D., Yale University
- Nicholas B. Maher (1998)
Assistant Professor of History
 B.A., University of Michigan
 M.A., Ph.D., University of Chicago
- Alexander M. Martin (1993)
Associate Professor of History
 B.A., Cornell University
 M.A., Columbia University
 Ph.D., University of Pennsylvania
- Douglas McFarland (1992)
Associate Professor of English
 B.A., Pomona College
 M.A., San Francisco State University
 Ph.D., University of California, Berkeley

-
- Lisa D. McNary (2000)
Assistant Professor of Business Administration
 B.A., Louisiana State University
 M.S., Lamar University
 Ph.D., University of New Mexico
- John C. Nardo (2000)
Assistant Professor of Mathematics
 B.A., Wake Forest University
 M.S., Ph.D., Emory University
- Philip J. Neujahr (1973)
Professor of Philosophy
 B.A. Stanford University
 M.Phil., Ph.D., Yale University
- Caroline R. Noyes (1995)
Assistant Professor of Education and Psychology
 A.B., Randolph-Macon Woman's College
 M.A., Ph.D., University of Georgia
- John D. Orme (1983)
Professor of Politics
 B.A., University of Oregon
 M.A., Ph.D., Harvard University
- Sonha C. Payne (1998)
Assistant Professor of Chemistry
 B.S., Eastman School of Music
 Ph.D., Emory University
- Viviana P. Plotnik (1994)
Associate Professor of Spanish
 Licenciatura, Universidad de Belgrano - Argentina
 M.A., University of Minnesota
 Ph.D., New York University
- W. Irwin Ray (1986)
Director of Musical Activities
 B.M., Samford University
 M.C.M., D.M.A., Southern Baptist Theological Seminary
- Beth Roberts (2000)
Vera A. Milner Associate Professor of Elementary Education
Director of Master of Education Program
 B.A., M.A.T., Ph.D., Emory University
- Anne Rosenthal (1997)
Assistant Professor of Communications
 B.A., Bethel College
 M.A., University of St. Thomas
 Ph.D., Purdue University
- Michael K. Rulison (1982)
Professor of Physics
Director of Honors Program
 B.S., University of Illinois
 M.S., Ph.D., University of Georgia
- John A. Ryland (1985)
Librarian
 B.A., M.A., Florida State University
 Bibliotekarseksamen, Royal School of Librarianship - Denmark
- Daniel L. Schadler (1975)
Associate Provost for Academic Affairs and Professor of Biology
 A.B., Thomas More College
 M.S., Ph.D., Cornell University
- William C. Schulz, III (1992)
Associate Professor of Business Administration
Director of Master of Business Administration Program
 B.A., New College of the University of South Florida
 M.A., Indiana University
 Ph.D., University of Georgia
- William O. Shropshire (1979)
Callaway Professor of Economics
 B.A., Washington and Lee University
 Ph.D., Duke University

-
- W. Bradford Smith (1993)
Associate Professor of History
B.A., University of Michigan
Ph.D., Emory University
- Robert Steen (1995)
Assistant Professor of Japanese
B.A., Oberlin College
M.A., Ph.D., Cornell University
- Brad L. Stone (1982)
Professor of Sociology
B.S., M.S., Brigham Young University
Ph.D., University of Illinois
- William F. Straley (1990)
*Associate Professor of Business
Administration and Mathematics*
B.S., M.S., M.B.A., Georgia State
University
Ph.D., Auburn University
- Linda J. Taylor (1975)
Professor of English
A.B., Cornell University
Ph.D., Brown University
- Philip D. Tiu (1995)
Assistant Professor of Mathematics
B.S., University of San Carlos -
Philippines
A.M., Ph.D., Dartmouth College
- J. Dean Tucker (1988)
*Professor and Mack A Rikard Chair
in Economics and Business
Administration*
B.S., M.A., Ohio State University
Ph.D., Michigan State University
- James M. Turner (1995)
Assistant Professor of Accounting
B.B.A., University of Georgia
Ph.D., Georgia State University
- Ginger Williams (2000)
Visiting Lecturer in Education
B.S.Ed., Georgia Southern University
M.Ed., Mercer University
- Jason M. Wirth (1994)
Associate Professor of Philosophy
B.A., College of the Holy Cross
M.A., Villanova University
Ph.D., State University of New York
- Monte W. Wolf (1978)
Professor of Chemistry
B.S., University of California
Ph.D., University of Southern California
- Alan N. Woolfolk (1989)
Professor of Sociology
Director of Core Curriculum
B.S., M.A., University of Pennsylvania
M.S., University of Oregon
Ph.D., University of Pennsylvania
- Philip P. Zinsmeister (1973)
Professor of Biology
B.S., Wittenberg University
M.S., Ph.D., University of Illinois

Professors Emeriti

Keith E. Baker (1983)

Director Emeritus of Accounting Studies
B.S., Youngstown State University
M.A., University of Florida
C.P.A., Georgia

Barbara R. Clark (1971)

Professor Emerita of English
B.A., Georgia State University
M.A., University of Kansas
M.P.A., Georgia State University
Ph.D., University of Georgia
C.P.A., Georgia

Charlton H. Jones (1974)

Professor Emeritus of Business Administration
B.S., University of Illinois
M.B.A., Ph.D., University of Michigan

Nancy H. Kerr (1983)

Provost and Professor Emerita of Psychology
B.A., Stanford University
Ph.D., Cornell University

J. Brien Key (1965)

Professor Emeritus of History
A.B., Birmingham-Southern College
M.A., Vanderbilt University
Ph.D., The Johns Hopkins University

David K. Mosher (1972)

Professor Emeritus of Mathematics
B.A., Harvard University
B.S.A.E., Ph.D., Georgia Institute of Technology

Ken Nishimura (1964)

Professor Emeritus of Philosophy
A.B., Pasadena College
M.Div., Asbury Theological Seminary
Ph.D., Emory University

Philip F. Palmer (1964)

Professor Emeritus of Political Studies
A.B., M.A., University of New Hampshire

T. Lavon Talley (1968)

Professor Emeritus of Education
B.S., M.S., Ed.D., Auburn University

David N. Thomas (1968)

Professor Emeritus of History
A.B., Coker College
M.A., Ph.D., University of North Carolina
D.H., Francis Marion College

Louise M. Valine (1978)

Professor Emerita of Education
B.S., University of Houston
M.Ed., University of Georgia
Ed.D., Auburn University

Martha H. Vardeman (1966)

Professor Emerita of Sociology
B.S., M.S., Auburn University
Ph.D., University of Alabama

George F. Wheeler (1953)

Professor Emeritus of Physics
A.B., Ohio State University
M.A., California Institute of Technology

Administration

(Year of appointment in parentheses)

Larry D. Large (1999)

President

B.S., Portland State University

M.A., Ph.D., University of Oregon

Paul L. Dillingham (1984)

Senior Advancement Officer

B.S., University of Kentucky

Diane K. Gray '77 (2000)

Interim Vice President for Advancement

B.B.A., Oglethorpe University

M.A., Saint Mary's University of Minnesota

John B. Knott, III (1971)

Executive Vice President

A.B., University of North
Carolina

M.Div., Duke University

Ph.D., Emory University

Janet H. Maddox (1987)

Director of Institutional Research

B.A., Georgia State University

Dennis T. Matthews (1983)

Associate Provost for Administrative

Affairs/Dean of Enrollment Management

A.A., Anderson College

B.M., M.A., University of Tennessee,
Knoxville

Manning M. Pattillo, Jr. (1975)

Honorary Chancellor

B.A., University of the South

A.M., Ph.D., University of Chicago

LL.D., LeMoyné College

LL.D., St. John's University

L.H.D., University of Detroit

L.H.D., College of New Rochelle

L.H.D., Park College

Litt.D., St. Norbert College

D.C.L., University of the South

LL.D., Oglethorpe University

Daniel L. Schadler (1975)

*Associate Provost for Academic Affairs and
Professor of Biology*

A.B., Thomas More College

M.S., Ph.D., Cornell University

Donald S. Stanton (1988)

President Emeritus

A.B., Western Maryland College

M.Div., Wesley Seminary

M.A., The American University

Ed.D., University of Virginia

L.H.D., Columbia College

LL.D., Western Maryland College

Litt.D., Albion College

Artie Lee Travis (1999)

*Vice President for Community Life
and Student Affairs*

B.A., M.A., Western Illinois University

Ed.D., University of South Carolina

Victoria L. Weiss (1977)

Interim Provost and Professor of English

B.A., St. Norbert College

M.A., Ph.D., Lehigh University

Timothy Randall Roberson '97

Assistant to the President

B.A., Oglethorpe University

Academic Affairs

Victoria L. Weiss

Interim Provost and Professor of English

B.A., St. Norbert College

M.A., Ph.D., Lehigh University

Paul Stephen Hudson '72

Registrar

B.A., Oglethorpe University

M.A., University of Georgia

Rachel Anderson

Director of University College

B.A., Stanford University

M.A., Saint Mary's College of
California

Evelyne Imber

Assistant Registrar

Nora L. Krebs

Office Manager for Faculty Services

Patricia A. Carter

Director of Academic Services in

University College

B.S., M.A., Ph.D., University of

Cincinnati

John B. Lowther

Coordinator for International Studies

B.A., University of Wisconsin

Tricia Clayton

Reference Librarian

B.A., University of Virginia

M.A., Indiana University

Catherine A. Luby

Assistant to the Director of

University College

Lathonia D. Maloy

Audio-visual Coordinator

Marcia G. Cooperman

Learning Disabilities Resource

Coordinator

B.A., Brooklyn College

M.S., Long Island University

Dennis T. Matthews (1983)

Associate Provost for Administrative

Affairs/Dean of Enrollment Management

A.A., Anderson College

B.M., M.A., University of Tennessee,
Knoxville

Deborah J. de Juan

Library Assistant - Circulation

B.A., University of Massachusetts

Stephanie L. Phillips '90

Library Assistant - Circulation

B.A., Oglethorpe University

M.A., University of Vermont

Troy A. Dwyer '96

Assistant Director of Theatre

B.A., Oglethorpe University

M.F.A., University of Wisconsin

William D. Price

Director of University College

Enrollment Management

B.A., Eastern Illinois University

M.A., Mankato State University

Holly M. Frey

Library Assistant - Technical Services

B.A., Emory University

Penelope M. Rose '65

Library Assistant - Periodicals/Serials

B.A., Oglethorpe University

Patrick Hamrick

Facilities Manager/Technical Director of

Conant Performing Arts Center

B.A., University of North Carolina,

Asheville

-
- | | |
|---|---|
| <p>John A. Ryland
 <i>Librarian</i>
 B.A., M.A., Florida State University
 Bibliotekarseksamen, Royal
 School of Librarianship - Denmark</p> <p>Daniel L. Schadler (1975)
 <i>Associate Provost for Academic Affairs and
 Professor of Biology</i>
 A.B., Thomas More College
 M.S., Ph.D., Cornell University</p> <p>Betty J. Smith
 <i>Manager for Admission and Records in
 University College</i></p> | <p>George G. Stewart
 <i>Reference Librarian</i>
 B.A., M.A., Tulane University
 M.A.L.S., University of Denver</p> <p>David A. Stockton
 <i>Catalog Librarian</i>
 B.A., M.S.L.S., University of
 North Carolina</p> <p>Pamela G. Tubesing
 <i>Administrative Assistant to the Provost</i>
 A.B., Indiana University</p> |
|---|---|

Admission and Financial Aid

- | | |
|--|---|
| <p>Dennis T. Matthews
 <i>Associate Provost for Administrative
 Affairs/Dean of Enrollment Management</i>
 A.A., Anderson College
 B.M., M.A., University of Tennessee,
 Knoxville</p> <p>Patrick N. Bonones
 <i>Director of Financial Aid</i>
 B.P.A., Mississippi State University</p> <p>Caryn L. Brown '99
 <i>Financial Aid Coordinator</i>
 B.A., Oglethorpe University</p> <p>Natalie Dietz '98
 <i>Admission Counselor/ Special Projects
 Coordinator</i>
 B.A. Oglethorpe University
 M.A. University of North Carolina,
 Chapel Hill</p> <p>Eric T. Dumbleton
 <i>Assistant Director of Admission</i>
 B.A., College of William and Mary</p> | <p>Angela D. Finley
 <i>Assistant to the Dean of Enrollment
 Management</i>
 B.S., Florida State University</p> <p>Janet Grant
 <i>Assistant Director of Financial Aid</i>
 A.A., Interboro Institute</p> <p>Barbara B. Henry '85
 <i>Director of Admission</i>
 B.B.A., Oglethorpe University</p> <p>Sandra K. Howard
 <i>Assistant to the Dean of Enrollment
 Management</i></p> <p>Willita Hutto
 <i>Financial Aid Counselor</i>
 B.B.A., Middle Tennessee State</p> <p>Tracy X. Ivery
 <i>Senior Admission Counselor</i>
 B.A., Albany State University
 M.S.Ed., University of Miami</p> |
|--|---|

Deborah B. Kirby
*Assistant to the Dean of Enrollment
Management*
B.A., Southern Adventist University

Sarah N. Phillips '99
Admission Counselor
B.A., Oglethorpe University

Jerry W. Portwood III '99
Admission Counselor
B.A., Oglethorpe University

Elsie Walker '95
Director of Admission Services
B.A., Oglethorpe University

Advancement

Diane K. Gray '77
Interim Vice President for Advancement
B.B.A., Oglethorpe University
M.A., Saint Mary's University of Minnesota

Susan B. Brandt
Director of Major and Planned Gifts
B.A., Iowa State University

Thomas J. Couch
Director of Certification Programs
B.A., Georgia State University

Mary Crosby
*Assistant to the Director of Alumni
Relations*
B.A., University of Arizona

Lee A. DeHihns IV
Director of Research and Records
B.A., Wake Forest University

Melinda Elrod
Director of the Annual Fund
B.S., Georgia Southern University

Ann M. Fitzgibbons
*Administrative Assistant to the Vice
President for Advancement*

Miri L. Herbin
Office Assistant for Certification Programs

Robert M. Hill
Director of Public Relations
B.A., Reed College

Tiffany Kirkland
Assistant Director of Public Relations
B.A., Clemson University

Barbara C. McKay
Assistant to the Development Office
B.A., University of Mississippi

Lloyd Nick
Director of Oglethorpe University Museum
B.F.A., Hunter College
M.F.A., University of Pennsylvania

Gwendolyn M. Richard
Office Manager for Certification Programs

Nicole Smith '96
Director of Museum Operations
B.A., Oglethorpe University

Amanda Vaughn
Director of Special Events
B.A., Presbyterian College

S. Chadwick Vaughn '97
Associate Director of Development
B.A., Oglethorpe University

Amy D. Zickus '94
Director of Alumni Relations
B.A., Oglethorpe University

Athletics and Physical Fitness

Artie Lee Travis

*Vice President for Community Life
and Student Affairs*

B.A., M.A., Western Illinois University

Ed.D., University of South Carolina

James C. Owen

Head Men's Basketball Coach

Head Men's Golf Coach

B.S., Berry College

M.Ed., Georgia State University

Jack M. Berkshire

Director of Athletics

B.A., Mississippi State University

Philip Ponder

Assistant Men's Basketball Coach

Head Men's Tennis Coach

B.A., LaGrange College

Patricia R. Elsey

Administrative Assistant

B.A., Catholic University of America

William C. Popp

Head Baseball Coach

B.A., Kennesaw State University

Scott Lamb

Certified Athletic Trainer

B.S., University of Florida

M.S., University of South Carolina

Robert L. Unger

Head Cross Country and Track Coach

B.A., Lebanon Valley College

M.A., University of Chicago

Michael F. Lochstampfor

Head Soccer Coach

B.A., Covenant College

M.S., Midwestern State University

Pamela E. McNaul

Head Volleyball Coach

Head Women's Tennis Coach

B.S., Tennessee Technical University

Business Affairs

John B. Knott, III
Executive Vice President
A.B., University of North
Carolina
M.Div., Duke University
Ph.D., Emory University

Michael Ayling
Webmaster

Jewel R. Bolen
Director of Data Processing

Linda W. Bucki '79
Associate Dean for Administration
B.A., Oglethorpe University

J. Heath Coleman '95
*Assistant to the Director of Auxiliary
Services*
B.S., Oglethorpe University

Paula D. Fitzgerald
Accounts Receivable Supervisor

Kate E. Fitzpatrick
University Receptionist

Brenda J. Fraley
*Administrative Assistant to the
Executive Vice President and to the
Associate Dean for Administration*

Renae Glass
Secretary for Physical Plant

Jennifer Richards
Help Desk Specialist in Network Resources
A.A., Gordon College

James R. King
Grounds Manager
B.S., Pennsylvania State University

Jim R. Ledbetter
Director of the Physical Plant

Sheryl D. Murphy
Assistant Manager of Bookstore
B.A., Drake University

Hilda G. Nix
Accounts Payable and Payroll Supervisor

Connie L. Pendley '94
Director of the Business Office
B.B.A., Oglethorpe University

Adrina G. Richard
Director of Auxiliary Services
B.A., Georgia State University

Virginia R. Tomlinson '93
Director of Network Resources
B.A., Oglethorpe University

Charles M. Wingo
Manager of Bookstore
B.S., Georgia Institute of Technology

Student Affairs/Community Life

Artie Lee Travis

*Vice President for Community Life
and Student Affairs*

B.A., M.A., Western Illinois University
Ed.D., University of South Carolina

Katherine K. Nobles

Director of Career Services
B.A., Coker College

M.Ed., University of Virginia

Michael Fulford

*Assistant Dean of Community Life
Director of Residence Life*

B.B.A., M.Ed., University of Georgia

H. Bernard Potts '96

Director of Campus Safety

B.A., Oglethorpe University

Donna Green

*Administrative Assistant to the Vice
President for Community Life*

Janelle W. Smith

*Administrative Coordinator for
Community Life*

A.S., Jacksonville State University

Cathy Grote

University Nurse

A.A.S., Raymond Walters College

Katherine Zaner Williams

Assistant Dean of Community Life

Director of Student Development

B.B.A., Stetson University

M.Ed., University of South Carolina

Amanda Lammers

Residence Life Area Coordinator

Coordinator for Student Activities

B.S., North Georgia College and State
University

M.Ed., Clemson University

Joe LoCascio

Residence Life Area Coordinator

Greek Affairs Coordinator

B.A., M.S., Syracuse University

Marshall R. Nason

Associate Dean of Community Life

Student Center Director

International Student Advisor

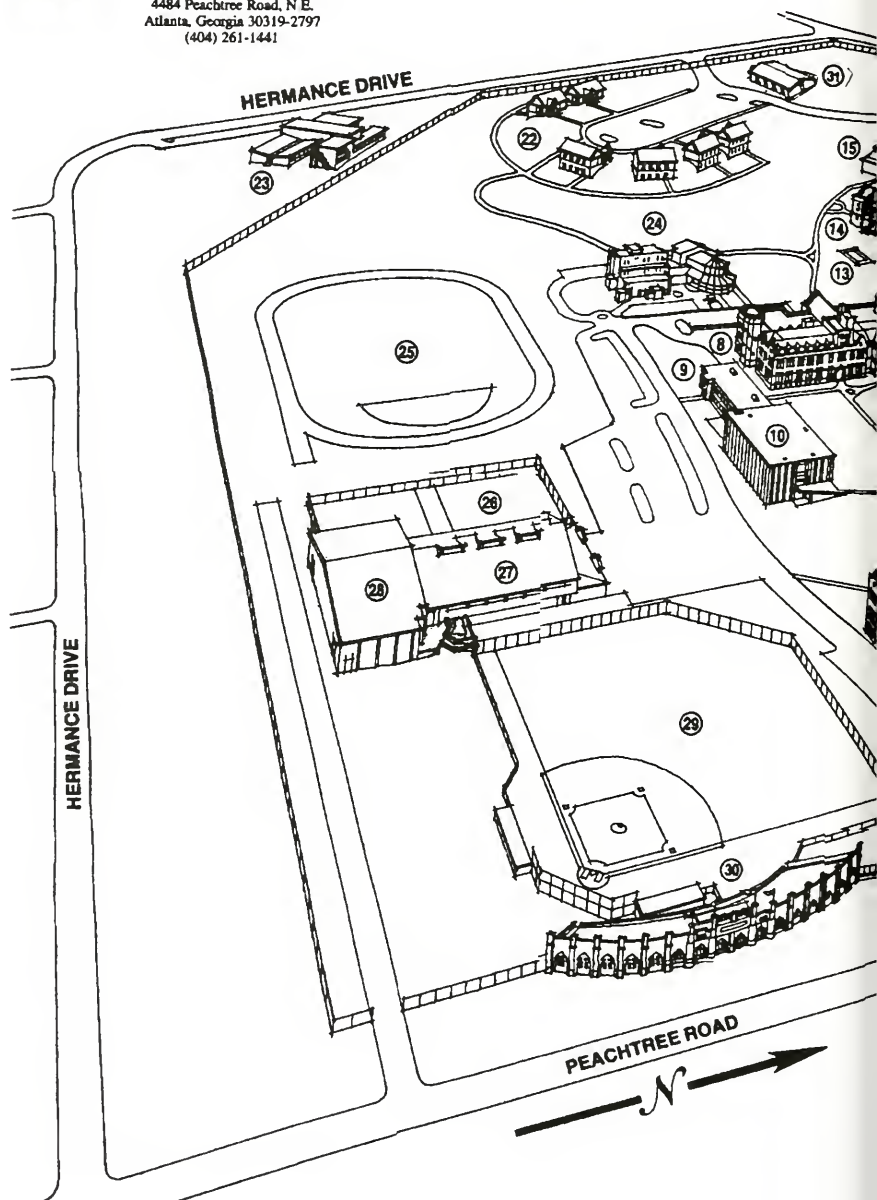
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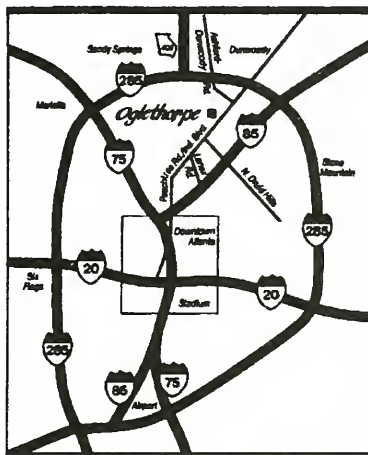
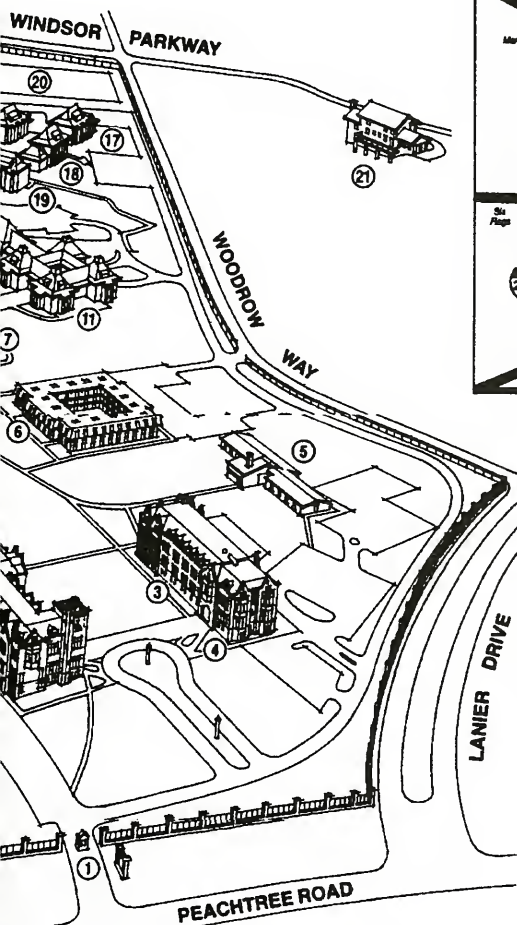
M.A., Emory University



Oglethorpe
UNIVERSITY

4484 Peachtree Road, N.E.
Atlanta, Georgia 30319-2797
(404) 261-1441





Directions to Campus

From I-85:

Take Exit 89, North Druid Hills Road. Go north about 2 miles to Peachtree Road and turn right (north). Go about 1 mile on Peachtree. Oglethorpe is on the left.

From I-285:

Take Exit 31-A, Peachtree Industrial Blvd. South and go about 4 miles. The campus is on the right. Or, take Exit 29 Ashford-Dunwoody Road, and go south to the end. Turn right on Peachtree Road. Campus is on the right.

Legend for Campus Map

- | | | |
|---------------------------------|----------------------------|-----------------------------------|
| 1. MacConnell Gate House | 12. Dining Hall | 23. Seligskul School |
| 2. Lupton Hall | 13. Swimming Pool | 24. Conant Performing Arts Center |
| 3. Phoebe Hearst Hall | 14. New Residence Hall | 25. Track |
| 4. Crypt of Civilization | 15. Jacobs Residence Hall | 26. Tennis Courts |
| 5. Goodman Hall | 16. Alumni Residence Hall | 27. Dorough Field House |
| 6. Traer Residence Hall | 17. Trustee Residence Hall | 28. Schmidt Center |
| 7. Philip Weftner Library | 18. Dempsey Residence Hall | 29. Anderson Field (Baseball) |
| 8. Oglethorpe University Museum | 19. Schmidt Residence Hall | 30. Hermance Stadium |
| 9. Faith Hall | 20. Soccer Field | 31. Maintenance Building |
| 10. Gossin Hall | 21. Rental Facility | |
| 11. Emerson Student Center | 22. Greek Row | |

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Please send me additional information:

Name _____

Address _____

City _____ State _____ Zip _____

Phone (____) _____

School Attending _____

Graduation Year _____

Field of Interest (if decided) _____

Non-Academic Interests _____

Mail to: Admission Office
Oglethorpe University
4484 Peachtree Road, N.E.
Atlanta, Georgia 30319



Please send me additional information:

Name _____

Address _____

City _____ State _____ Zip _____

Phone (____) _____

School Attending _____

Graduation Year _____

Field of Interest (if decided) _____

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